



## Westfield Primary Academy

### Special Educational Needs and Disabilities (SEND) information report 2019-2020

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## **Glossary of Terms:**

Please find below a list of abbreviations/terms and their associated explanations which you may come across in relation to Special Educational Needs:

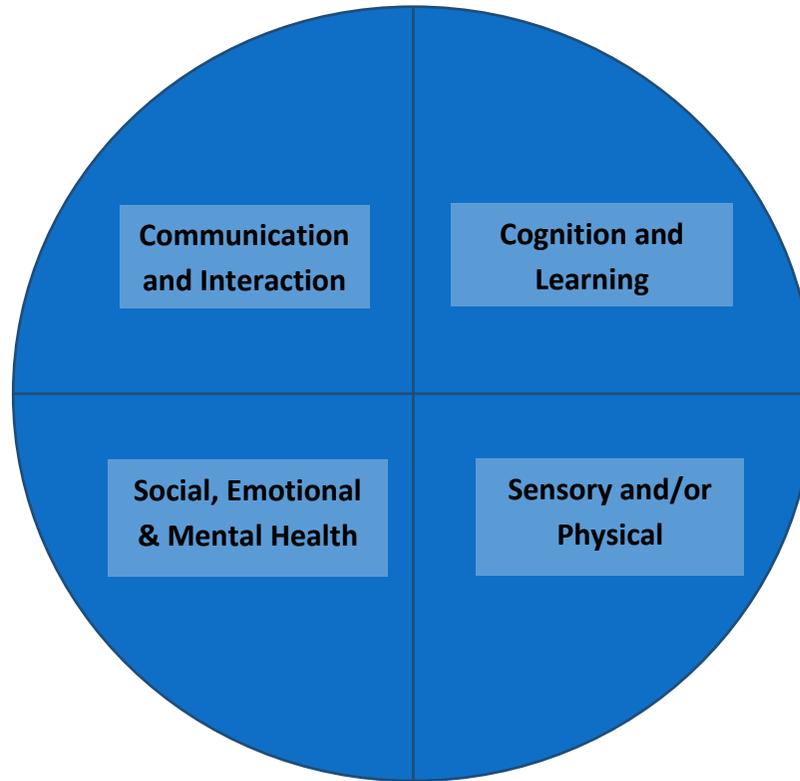
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
Annual Review	The review of a statement of special educational needs that takes place yearly
ASD	Autistic Spectrum Disorder
BESD	Behaviour Emotional and Social Difficulties
BSL	British Sign Language
CAF	Common Assessment Framework: a form to co-ordinate all the agencies working with a family with problems
Child Protection Plan	A child protection plan is put in place by the Local Authority when a child is deemed to be at significant risk of harm
Disability	A physical or mental impairment that substantially limits one or more life activity that is ongoing and impairs how you interact with the world
Dyscalculia	A difficulty in acquiring math skills
Dyslexia	A disability which could manifest in difficulties in learning to read, write and spell, when there are progress in other areas. Concentration, organisational skills, comprehension and handwriting are amongst a range of other areas that could be affected
Dyspraxia	A disability where motor skills are difficult to learn and retain. Coordination and balance could be affected, amongst other areas
EBD	Emotional Behavioural Difficulties
EHCP	Educational Health and Care Plan
EP	Educational Physiologist
HI	Hearing Impairment
Makaton	A signed language based on BSL but is standardised across the country
MLD	Moderate Learning Difficulties
OT	Occupational Therapist
PSHE	Personal, Social and Health Education
QFT	Quality First Teaching.

## Types of SEND that we provide for

Below are the four broad areas of SEND and examples of how they may present:

- Autistic Spectrum Conditions  
(inc. Asperger's Syndrome)
- Speech and language difficulties

- ADHD
- Attachment disorder
- Mental illness—depression



- Dyslexia
- Dyscalculia
- Dyspraxia
- Moderate learning difficulties
- Vision/hearing impairment
- Motor skill difficulties

## Teaching and Learning

### Inclusive classrooms

Westfield Academy is an inclusive school and we always endeavour to do our best for all of our children. All of our teachers are teachers of children with Special Education Needs (SEN). They all follow the school's SEN policy and know about ways in which their classroom organisation and their teaching may need to be tweaked to accommodate children with a range of SENDs.

The SEN Code of Practice (2015) is the legal document which describes how schools should support children with SEN. According to that document:

*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age*

Some children may have a disability, a diagnosis of ASD, a sensory difficulty or a medical problem but these children are not included on the SEN register unless there is a learning difficulty.

### Identifying children with SEN and assessing their needs

Our schools SEND Policy can be accessed at: <http://www.westfieldprimaryacademy.co.uk/policies> It states in our policy that children, parents, class teachers and teaching assistants are all involved in identifying children's learning needs. All teachers regularly talk to the parents of the children they teach and keep them informed about any concerns. Concerns may also be raised at termly pupil progress meetings when teachers and senior leaders sit together and identify children whose progress is disappointing.

Initially, the teacher will use their knowledge of the child to change something about the child's learning opportunities in order to see whether the child begins to make better progress. Often, this will solve the problem. This includes for example:

- Changing seating arrangements
- Printing learning objectives
- Providing table-top resources which help the child
- Giving the child a visual timetable or communication cards

Some children, however, need something which is '*different from or additional to*' the opportunities offered to all children in the class. These children are often identified by parents or by school staff who know how the child works, interacts and engages with learning. Alternatively, they are highlighted when poor progress is noted. With their parents' permission, these children are discussed with the SENCO. If the SENCO and teacher together think that they there is an additional need, the parent is invited to a meeting and together we agree whether or not to put the child on the SEN register.

Most children on the SEN register are accommodated at 'SEN Support' which we term as 'Additional School Support'. These children have targets which they are supported in meeting. The support may take the form of

- an intervention,
- additional adult support,
- access to ICT or
- some change to their environment

The support is individual to the child in order to help them to meet their targets. There is a termly meeting to discuss progress with parents.

A very small number of children have Statement of Educational Needs or are referred for assessment for an Educational, Health and Care Plan (EHCP). Most of these children are likely to be referred to a specialist school at some point. Children with EHCPs have a record of support and a termly meeting to discuss progress in the same ways as children on Additional School Support.

#### Profile of SEN 2018-2019

During the academic year 2018-2019 we had 80 children on our Special Educational Needs (SEN) register which was around 20% of our school population. Nationally, around 15% children are currently identified with SEN (source- SEN analysis: A summary of data sources updated January 2019) In our school 9 children have Education, Health and Care Plans (EHCPs). The types of special need our children have, listed under the broad categories of SEN as defined in the 2014 Code of Practice, include:

- *Communication and interaction*: autism, speech and language difficulties
- *Cognition and learning*: dyslexia, global delay and moderate learning difficulties
- *Social, emotional and mental health*: challenging behaviour linked to social and emotional difficulties, attachment difficulties
- *Physical & Sensory*: cerebral palsy, visual processing difficulties; auditory processing difficulties, moderately deaf

#### Working with children who are looked after by the local authority

In 2018-2019, we have 2 looked after child in school. These children have access to the same processes and support as all other children.

### Adaptations to the curriculum

Children with SEN need provision which is 'different from and additional to' their peers. Most of this provision is through the class teacher planning different work for the child. This is known as differentiation. Differentiation can refer to

- allowing access to additional resources,
- doing different activities or
- doing the same activity as others but with additional support.

All teachers plan in this way for the whole class and consider the needs of their SEN pupils when identifying the best pathways through learning.

In addition, whole school strategic planning supports children with SEN. This is laid out in more detail in the school's accessibility plan.

### Looking after children's social and emotional well-being

We recognise that children's mental health and emotional states impact significantly on their ability to concentrate and make progress in school. Social and emotional difficulties are often communicated through angry, aggressive, hard to manage behaviours, through self-harming or through withdrawn, introverted behaviours.

All teachers are very aware of the social and emotional needs of the children in their classes and accommodate individual needs. This might be by having additional access to the teacher or a familiar teaching assistant, through a social skills intervention such as Lego Therapy, through individual reward systems, meet and greet, break cards or another intervention that meets the child's individual needs.

The school employs a Pastoral support worker and Thrive trained personnel.

If the work we do in school proves not to be effective, we can engage outside services or refer to a pupil referral unit (PRU) or, through the GP or school nurse, to the Child and Adult Mental Health Service (CAMHS) or the Child Development Centre (CDC).

### Evaluating the effectiveness of our work with children

All of the work we do with our children is carefully monitored. Overall progress is discussed at termly team meetings and any causes for concern are highlighted. In addition, all staff are asked to complete intervention impact sheets and action plans which record the progress made by individual pupils and allow us to decide whether the intervention is effective or not. Ineffective interventions are stopped.

Children with SEND made varied progress throughout the school which can be attributed to their hugely varied needs. In Year 1 pupils on SEND register made good progress in reading, writing and maths. In year 2 pupils on SEND register made below expected progress in all areas. In year 3 pupils in SEND

register made progress in all areas with some pupils making above average progress. In Year 4 pupils made good progress in reading, writing and maths but very few made above expected progress. In year 5 and Year 6 most pupils with SEND made some progress in all areas. Across the school most children on the SEND register made some progress against their prior attainment but progress was not consistent throughout the academy.

#### Evaluating the effectiveness of provision

The Headteacher, Inclusion Manager and Inclusion governor support the SENCO in constantly evaluating and improving our SEND provision. We review the progress made by all children with SEND, then look more closely at the progress made by groups of children in the same year group or with similar needs. This enables us to ensure that we target provision appropriately.

#### Access to extra-curricular activities

The school offers a range of extra-curricular activities, both during and after school. Children on the SEN register are actively encouraged to attend clubs which enable them to learn new skills and to develop confidence. We are pleased at the number of children who have at least tried to participate in extra-curricular activities.

### **Working with parents and children**

#### Working with Children

The school operates a Person-Centred approach to involving children in their education. All children on the SEN register complete an annual One Page Profile which enables them to record information about what is important to them as well as recognising their strengths and weaknesses. Where appropriate, this information is supported by a teacher.

All children in the school, including those with SEN, have targets which they work towards and the school marking policy explains how teachers give children feedback to help them to move towards their targets.

As part of their one page plan, children are asked to think about their futures, although we know these are likely to change. We want all of our children to have aspirations and to plan for possible futures. If we know about children's hopes and dreams, we can sometimes direct them towards local opportunities for developing their skills and interests.

### Working with Parents

All of the children who are identified as SEN have an 'Individual Support plan', a record of school support which is updated termly during a meeting with parents and, where appropriate, the child. At the meeting, the child's progress towards their targets is discussed and the parent is involved in deciding what the next steps might be and what kind of support will be necessary for the child to achieve these outcomes.

A group of parents worked with the SENCO to participate in the creation and updating of our Schools' Offer which can be accessed here or from our website.

### Working with Families

It is much harder now for families to seek help. The national cuts in funding to Local Authorities have meant that the threshold for engagement with services that support families has risen. As a school, we do everything that we can to support families and involve them with their children's learning and target setting.

### **SEN administration**

#### Transition arrangements

Transition into our school, from our school and from class to class is given careful and individual consideration. Most children manage their transitions well as part of the whole class transition arrangements. However, we need to do additional planning and preparation for some of our children who become anxious when faced by change. This might include additional visits, taking photographs, doing work about what they can look forward to in the new class or school, addressing concerns etc.

#### Involving outside agencies

Outside agencies the school worked with during the year were mostly from the local health authority or from within the Unity Schools Partnership Trust: educational psychologists, county inclusive resource (autism outreach services), specialist county SEN team, Behaviour Support Service, Speech and Language Therapists and occupational therapists as well as the school nursing service.

The school is a member of the Unity Schools Partnership SEN hub which is a collaboration the academies within the Trust working together to support children with SEN. We benefit from sharing information and resources, networking meetings and the support of the Hub coordinator.

### Training and expertise of staff

All of our teachers are teachers of children with SEN and have a broad understanding of the needs of children with SEN. All of the staff have received training for working with children with ASD and creating an ASD friendly learning environment. Some staff have also received training on Lego Therapy by Julia Groves from CIR.

The role of the SENCO is to provide additional information and support to enhance teachers' knowledge and expertise. In addition the staff have access to an extensive library of information books and, where applicable, teachers are directed to websites which are particularly useful for information about different SENs. If necessary, we can call on additional services to support our work with the children.

The academy is a member of the USP SEN HUB which is a partnership of academies who share ideas, expertise and resources. Training for teachers and TAs is available from the Suffolk Borders Alliance. The HUB is often able to secure specialist expertise, particularly if more than one school can benefit from training.

### Funding

Westfield Primary Academy receives funding from the Department for Education, some of which is intended to support children with SEN. For children who have particularly high levels of need and support, we apply for top-up funding (High Tariff Needs Funding) from Suffolk. In 2018-2019 we received £73,000 of this funding which was used primarily to employ additional teaching assistants to work with these high level need children and purchase resources necessary to support access to learning.

### The School's Facilities to support children with SEND

The school is compliant with the demands of the Equalities Act and the Disability Discrimination Act. This means that all areas of the school are equally accessible to all children. Risk assessments are routinely completed for all our children with additional mobility needs and, where necessary, modifications to the school are made. If necessary, the school is often able to secure funding for new or specialist equipment as recommended by a medical professional.

Where appropriate, adults are trained for manual handling to ensure that they know how to support and help children in a manner which keeps both the adults and the child safe.

### Complaints Policy

We work hard to support all of our children, but sometimes parents have concerns which they don't feel are addressed. If you have any complaints, please follow the complaints policy as outlined on our website, but can be summarised as follows:

Step 1: informal discussion with class teacher or head of year

Step 2: informal meeting with Key stage leader

Step 3: informal meeting with head teacher.

Step 4: formal written complaint to headteacher.

Step 5: referral to governing body.

### Strategic management

Below is a list of people in the school who are particularly concerned with the organisation of SEN in the school. They can all be contacted via the school office:

SEND governor- Mrs Georgina Ellis

Inclusion Manager: Mrs Rosie Kerr

SENCo: : Mrs Charlotte Read-Graves

Headteacher: Mrs Toni Kittle

The contact number is 01440 761697

Or [admin@westfieldprimaryacademy.co.uk](mailto:admin@westfieldprimaryacademy.co.uk)

The way in which we identify and work with our SEN children is clearly explained in our Trust SEND policy.