

ANNUAL REVIEW

SEND Information Report 2020-2021

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (**Appendix A** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

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| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:	
School Name:	Westfield Primary School
School website address:	www.westfieldprimaryschool.com
Type of school:	Primary School
Description of school:	Mainstream primary school with single form entry. Six classes with a mixed age EYFS/Y1 class. All other classes are currently single age groups.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No
Number on roll:	122
% of children at the school with SEND:	15% (18 pupils)
Date of last Ofsted:	September 2019
Awards that the school holds:	Inclusion Quality Mark Flagship Award Forest School Accreditation
Accessibility information about the school:	Westfield has access via external ramps and a passenger lift. We have disabled adult and children’s toilets, a hoist and Sensory Room. We also have fire evacuation chairs and 3 trained staff. A number of staff are qualified in British Sign Language (ranging from Level 1 to 6).
Please provide a web link to your school’s Accessibility Strategy	Accessibility audit
Expertise and training of school based staff about	<ul style="list-style-type: none"> One teacher is trained in Every Child a Reader support (C. Havard 2013) All teaching assistants are trained in SRP reading intervention and Pathways to Progress Literacy intervention. SENCo trained in completing quality Educational Health Care Plans.

<p>SEND. (CPD details) Please comment specifically in relation to autism and include dates.</p>	<ul style="list-style-type: none"> • We have a member of staff who supports families over the phone one day per week. She is a trained counsellor • A number of staff have had defibrillator training, First Aid training and how to administer medication training. • 2 staff have attended a workshop to develop the screening of children for possible Irlen's Syndrome • Whole staff training with Educational Psychologist: 'Mediated Learning' for children with SEND • Youth Mental Health First Aider Training (Attended by C.Havard 17/10/19 and 18/10/19) 		
<p>Documentation available:</p>	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p>	<p>SEND Policy</p>	<p>https://www.westfieldprimaryschool.com/serve/file/781577</p>
		<p>Safeguarding Policy</p>	<p>https://www.westfieldprimaryschool.com/serve/file/835788</p>
		<p>Behaviour Policy</p>	<p>https://www.westfieldprimaryschool.com/serve/file/1029838</p>
		<p>Equality and Diversity</p>	<p>https://www.westfieldprimaryschool.com/serve/file/474563</p>
		<p>Pupil Premium Information</p>	<p>https://www.westfieldprimaryschool.com/serve/file/971311</p>
		<p>Complaints procedure</p>	<p>https://www.westfieldprimaryschool.com/serve/file/842625</p>

<p>Range of Provision and inclusion information:</p>	
<p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<ul style="list-style-type: none"> • When pupils have identified SEND before they start at Westfield, we work with the people who already know them and use the information they already have available to identify what their SEN will be in our school setting and how to support them. • We have a referral system in school where staff, parents or the child can notify us of a learning need. • We hold regular meetings with other agencies to ensure provision is effective and that it is helping the pupil to progress. There are regular ongoing assessments and meetings to review progress. • If you tell us you think your child has SEND we will discuss this with you and investigate through observation of the child, examining class and homework and talking to the child. We will share with you what we find out and agree next steps with you as to how we can all help your child. • If your child does not appear to making the same level of progress as other children of their age we will undertake assessment in school ourselves and, by using other professionals, identify possible barriers to their learning. Parents and carers will be involved at all stages.

	<ul style="list-style-type: none"> • We are pupil and family centred so you will be involved in all decision making about your child's support. • When we assess SEND we discuss if understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way. • We will write bespoke education, health and/or behaviour plans with pupils and parents. • Where required, a referral may be made to another professional within health or education who may be able to make diagnoses or offer support through observations and assessments of your child • When writing a support plan, we will always start with a one-page profile of the child and their needs • Any reviews and target setting will involve a meeting with parents
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>As a school, we access support from the Local Authority to support and advise our SEND pupils. To access support from these agencies, a referral would be made in agreement with the SENCo and parents. Referrals can be made to the following services:</p> <ul style="list-style-type: none"> • Local Authority Specialist Teachers Support Service • Woodview Child Development Centre • Chatterbug Speech and language Therapy • School Health • Educational Psychologists • CAMHS • Local Authority Behaviour Team <p>In addition to individual referrals, Group Consultations between school SENCos and Educational Psychologists also take place every half term to seek advice on how best to support individual pupils.</p> <p>We work very closely with the following other agencies for support and advice for children with additional needs at our school:</p> <ul style="list-style-type: none"> • Social Care • Addaction • Continence Service • Feeder nurseries • Receiving secondary schools • School Nurse • Halton Housing

	<ul style="list-style-type: none"> • Young Carers • Substance Misuse professionals for adults • Police • Fire service • Occupational and physiotherapists • Halton Haven • Child Bereavement UK specialists
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>Pupils with specific needs have medical, educational or learning care plans developed in collaboration with the pupil, their parent(s) and any other relevant professionals. All plans state the needs of the pupil and targets and how we will meet them in partnership.</p> <p>We have regular meetings and reviews with families and specialists to ensure pupils are meeting their targets and receiving the best support.</p> <p>Access is provided in many ways, including:</p> <ul style="list-style-type: none"> • Specialist equipment to support the curriculum • Individual work spaces • Access to ICT resources such as IPad, laptop, visualiser and a wide range of computer programs in every classroom • Prompt and reminder cards for organisation • Symbols and visual prompts • enthusiastic, supportive and well-trained staff • adaptations to reading material and banded books • specific writing equipment • adjustable desks, disabled toilets, adapted or enhanced classroom • phasing in or adjustments to the timings of the day • assigning a 'buddy' or a mentor • withdrawal for one to one or group work • specific targeted tasks over a period of time • boosting in small groups • dual registration • home visits • multi-sensory teaching and use of the Sensory Room • EAL support through learning materials and staff • support from specialists who work with pupils in school

<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<p>Social Stories – training received by all staff Lego Therapy Emotion Coaching Chatterbug outreach Advice from specialist teachers for social communication difficulties</p>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>Referral to Chatterbug Speech and Language Therapists – S&L therapists give advice and training to school staff and create support plans for children requiring support. Sessions are then undertaken with the therapists and/or school support staff 2-3 times per week.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>We have a teaching assistant in most of our classes to support children who need additional help in class and hear children read more regularly</p> <p>We have a teacher trained in Every Child a Reader strategies and 3 of our teaching assistants are trained to deliver a Successful Reading Program (SRP) to pupils requiring extra support.</p> <p>Access to advice from specialist teachers to support children experiencing difficulties with cognition and learning</p> <p>Teaching Assistants will carry out 1:1 structured reading and writing sessions under direction of the SENCo or class teacher where children would benefit from this style of intervention.</p> <p>We use withdrawal of pupils into target groups for intervention programmes aimed at developing reading and writing skills.</p> <p>2 of our teaching assistants have received training to deliver Literacy interventions to support children who have dyslexia-type traits. This is a 1:1 intervention.</p> <p>School has access to a program called IDL to support spelling and reading of words at a level specific to each child following assessment. This is a dyslexia-friendly programme to improve reading and spelling ages.</p> <p>Targets are set for reading and writing using 'B-Squared' – an assessment tool which sets small steps targets for pupils to ensure progress.</p>
<p>Strategies to support the development of numeracy.</p>	<p>Targets are set for Maths using 'B-Squared' – an assessment tool which sets small steps targets for pupils to ensure progress.</p>

	<p>IDL Numeracy programme</p> <p>Access to a full range of concrete resources to support learning</p> <p>Small group support in class through guided teaching is used and specific targets are set.</p> <p>Teaching assistants deliver small group or one to one support to pupils in targeted areas from their support plans or to teach to gaps in children's knowledge and understanding as directed by class teachers.</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>We devise plans and targets in collaboration with families to meet pupil needs.</p> <p>We aim to provide a personalised and differentiated curriculum through careful planning and use of specific resources.</p> <p>We have small group support in class from both teaching assistants and the teacher. We also offer one to one support in the classroom from a teaching assistant to facilitate access through support or modified resources.</p> <p>Specialist equipment is used where necessary.</p> <p>We use individual and school provision mapping.</p> <p>Strategies are put into place as suggested by professionals/specialist services/outreach organisations.</p>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>We track and assess pupils by:</p> <ul style="list-style-type: none"> • Observation in class • Termly testing and in-term assessment using specialist computer software (IDL) • Bespoke education, behaviour and health plans • Setting specific targets using B-Squared and reviewing them regularly to move learning on • Assessment by external professionals where required <p>When provision or interventions have been implemented for a half term we assess what impact they are having and whether they need to be changed, extended or increased. We hold regular</p>

	<p>reviews of the effectiveness with all staff involved in delivering interventions and parents.</p> <p>If a pupil has not met their support plan targets after 2 cycles of support and is not making progress, a referral to an external professional can be made for further advice and strategies.</p>
Strategies/support to develop independent learning.	<ul style="list-style-type: none"> • Use of individual timetables and checklists • Individual success criteria and targets within support plans • Use of concrete and visual resources • Modelling of activities by an adult • Strategies from mediated learning INSET implemented by staff
Support /supervision at unstructured times of the day including personal care arrangements.	<p>We have staff supervision before and after school and at breaktime and lunchtime shared by teachers, teaching assistants, Midday supervisors and sports coaches.</p> <p>Some pupils have one to one adult support</p> <p>Pupils with personal care needs and those on individual healthcare plans are supported by teaching assistants whenever required</p>
Extended school provision available; before and after school, holidays etc.	We offer Breakfast Club from 07.30 and After School Provision until 18.00.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	<p>We support pupils in the following ways:</p> <ul style="list-style-type: none"> • Administration of medication when required • Personal care support – toileting, hand-washing • Adapted school equipment – headphones, enlarged copies of text, different coloured overlays, slanted work stations. • Praise and encouragement • Visiting places with the pupil before the event to enable familiarity and risk assessing the location and activities. • Assistance with eating. • Use of buggies/wheel chairs to enable movement. • One to one or small group support. • British Sign Language support • Ensuring support within their own peer group

<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>We use:</p> <ul style="list-style-type: none"> ● Anti-bullying Week activities each year. ● Early intervention through MHFA training for SENCo ● Jigsaw scheme as whole school PSHE approach has a focus on social, emotional and mental health ● Circle Time in Class as and when needed ● Parental contact daily through home-school books and meeting and greeting at the beginning and end of the day. ● Safety training around roads, the internet and water in small groups. ● Referral to CAMHS. ● Staff member to undergo ELSA training to support children with social, emotional and mental health needs ● Identified adults to support named pupils ● A recognised nurturing environment for all our pupils
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> ● Use of the Westfield School’s behaviour policy ● Individual Behaviour Plans are in place for specific pupils in school with bespoke targets and strategies based on the child’s needs and realistic goals ● We develop and enhance social skills through ● one to one support, Jigsaw approaches throughout school ● We ensure flexible timetabling where needed ● We keep daily behaviour records and track behaviours to identify the needs of children who need behaviour support ● Pupils receive ‘Time-Out’ support when they ● need de-escalation through a means of their ● choosing such as ‘safe spaces’ or access to the sensory room ● We use the ‘Language of Choice’ ● We operate a number of whole school reward systems which all children access but we also provide adapted targets and reward systems for those with specific needs ● We work closely with Halton’s specialist behaviour team

	<ul style="list-style-type: none"> • We appreciate that unstructured times of the day can be a challenge for some pupils so we put strategies in place e.g. an alternative location for break times, breaks held at different times to other pupils, small group or 1:1 support for pupils • We usually identify a Key Worker for the pupil to report to. The Worker monitors the pupil and provides support where necessary. • Educational psychologists provide support and advice about meeting the behavioural needs of our pupils through consultation with the SENDCo
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<ul style="list-style-type: none"> • Home visits are made to new pupils and those beginning EYFS. • Transition meetings are held between preschool providers and school where there are additional needs identified • Transition plans for individual children are written in consultation with the current or receiving school and parents. • Risk Assessments for medical issues and physical access needs are completed. • Access to Halton Parent Partnership • Social stories and visual prompts for pupils • We have long established links with secondary schools and organise visits to events at the schools to increase pupil familiarity. • We hold meetings with high school staff to pass on information to assist with smooth transition. • Additional visits to high schools are arranged for pupils identified as needing additional support in transition • Safety and travel workshops take place with identified pupils
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<p>Westfield has good links with a number of specialist agencies and they provide assessment, planning, interventions and the delivery of interventions. Staff have regular training from school health in asthma and anaphylaxis management. Referrals for specific support or advice are made to the following agencies with Woodview Child Development Centre:</p> <ul style="list-style-type: none"> • Physiotherapy and Occupational therapy • Halton School Nursing Team

	<ul style="list-style-type: none"> • Halton Continence Team • Chatterbug Speech and Language Therapists • Community Paediatricians for concerns with development • Neuro-developmental nursing team for children with diagnoses • In addition, Halton have a number of specialist teachers including Hearing and Visual Impairment support • Where any other specific medical need exists, links will be made with consultants and supporting nurses from hospitals
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child’s education.</p>	<ul style="list-style-type: none"> • The school works closely with Halton Social Care and will support families through MAPs, Child In Need and Child Protection • For parents we offer a range of family learning opportunities such as Family Numeracy and Family Literacy, Healthy Eating and Family dance and movement. We work in conjunction with Halton Family Learning team to deliver these. • The school will signpost appropriate groups and organisations to you which are relevant for your family’s needs. • Separate termly (or more frequently) meetings are held between families and class teacher/SENCo to review and identify pupils’ needs through school support plans and subsequent interventions • Referrals or signposting to various parenting support groups such as Triple P or condition-specific support groups
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<p>Westfield receives funding for all pupils including those with Special Educational Needs and Disabilities and school meets pupils’ needs through this (including additional support and equipment).</p> <ul style="list-style-type: none"> • We ensure Provision Mapping is completed for all pupils with SEND to show how funding is spent. The impact of interventions and resources are evaluated half-termly and reviewed and adapted as needed • If the assessment of a pupil’s needs identifies something that is significantly different to what is usually available, there may be additional funding allocated after the school has applied for an Education Health Care Plan. This funding may be spent on additional adult support, training or physical resources for a pupil.

<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<ul style="list-style-type: none"> • Designated Child in Care Lead who attends training, meetings, PEPs and reviews for pupils. The designated person also completes the relevant paperwork and liaises with other agencies involved with the pupil. We link closely with carers to support pupils fully. • For both Children in Care and SEND, we spend PP funding on a range of specific interventions such as one to one or small group interventions, residentials, membership of clubs and organisations and ICT resources to support learning
<p>SENCO name/contact: Mrs. C. Havard 01928 572 343</p>	
<p>Headteacher name/contact: Miss S. Pope 01928 572 343</p>	
<p>ANNUAL REVIEW 2020/21 Completed by: Mrs C. Havard Date: 15th July 2021</p>	

SEND Broad Areas of Need**Communication and Interaction**

6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
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Sensory and/or Physical Needs

6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.