

SEND information Report 2019

Introduction

West Park School aims to meet the needs of all pupils, including those with Special Educational Needs and Disabilities, to ensure that all pupils, regardless of their specific or additional needs, make the best possible progress in school.

We aim to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer

- Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Details of Hartlepool LA Local Offer can be found at <http://hartlepool.sd.org.uk/kb5/hartlepool/fsd/send.page>

The School SEN Information Report

This utilizes the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to make.

Your Child has Special Educational Needs. What can we at West Park Primary School offer you?

At West Park Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs and Disabilities.

1. Who are the best people to talk to about my child's Special Educational Need or Disability?

- The class teacher
- Parent Support Assistant: Mrs S Kerridge
- The SENDCo: Mrs L Strickland
- The Headteacher: Miss A Hall
- The SEN Governor: Miss A Hall

School Contact Number: 01429 282090

School Email: admin@westparkschool.org.uk

2. What are the different types of support available for children with SEND in our school?

a)

- Excellent targeted classroom teaching
- Specific group work or interventions run by teacher, teaching assistant, Sports Coach or ELSA.

b)

- Specialist intervention delivered by outside agencies e.g speech and language programmes, occupational therapy programmes
- Involvement with outside agencies such as educational psychologist providing advice to staff on teaching strategies

c)

- Individual support for learners whose needs are severe and/or complex

3. How can I let the school know if I am concerned about my child's progress in school?

If you have any concerns about your child's progress, you should speak to your child's teacher initially.

- If you continue to be concerned that he/she is not making progress, then contact the Special Educational Needs/Disabilities Coordinator – Mrs L Strickland

4. How will the school let me know if they have any concerns about my child's learning?

If your child is identified as not making progress, the school will invite you to a meeting to discuss this in more detail and;

- Listen to any concerns you may have
- Undertake additional assessments
- Plan any additional support your child may need
- Discuss with you any appropriate referrals to outside agencies e.g. speech and language, educational psychologist
- Review your child's progress

5. How is additional support allocated to children and how do they progress in their learning?

The school budget, received from Hartlepool LA, includes money for supporting children with SEN and disabilities.

The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors.

The Headteacher and SENDCo discuss all the information they have about SEND in the school and allocate training, resources and support.

If the funding provided by Hartlepool LA is insufficient to provide for the needs of children with SEND, applications can be made to the LA for additional funding for individual pupil support.

6. Who are the other people providing support for learners with SEND at this school?

School Provision

- Teachers and teaching assistants work with individual children or small groups, under the teacher's direction
- ELSA offering support for children with emotional or social development through nurture groups
- Teaching assistants and Sports Coach offering support and programmes of intervention for children with physical or sensory difficulties
- Teachers delivering programmes of intervention such as Blast! Speech and language development
- Teaching assistants and Sports Coach supporting and supervising play at unstructured times

Local Authority Provision Delivered in School

- Small Steps Outreach Team
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs

Health Provision Delivered in School

- Speech and Language Therapy
- School nurse
- Occupational Therapy
- CAMHS

7. How are teachers in school helped to work with children with SEND, and what training do the teachers have?

The SENDCos job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues such as Autistic Spectrum Disorder or Hearing Impairment

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Individual teachers and support staff are advised as to strategies and approaches by visiting outside agencies.

8. How will teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups in their class

- Specific resources and strategies will be used to support your child individually and in groups
- Planning and teaching will be adapted and differentiated, on a daily basis if needed, to meet your child's learning needs.
- Support staff are deployed to support the needs of your child within lessons devised by the class teacher.

9. How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by the class teacher.
- His/her progress will be formally reviewed by the Headteacher and SENDCo every term in reading, writing and maths.
- At the end of each Key Stage (year 2 and year 6), all children are required to be formally assessed using SATS (Standard Assessment Tests). These results are published to parents and nationally.
- Your child will receive an annual written report accompanied by details of current attainment levels in maths, reading and writing.
- Your child will have a support plan which details the specific targets your child needs to meet. These targets are often based on advice from outside agencies following more detailed assessments. These targets are reviewed with parents and children at least three times a year.
- The progress of children with a statement or Education Health Care Plan will be formally reviewed at an Annual Review with all adults and agencies involved.

10. How are parents involved in the process of reviewing their child's progress at West Park Primary School?

- The class teacher is always available to discuss your child's progress – please ring the school to request a telephone consultation or meeting.
- The SENDCo is also available to discuss your concerns or provide further information.
- Parents are invited to two face to face parent consultation events each academic year. Progress and targets are discussed and reviewed at these meetings.

- Parents and learners are invited to a transition meeting in June each year with current and new teacher
- In addition to parent consultations, where deemed useful, the SENDCo will arrange review meetings with staff and parents to discuss progress or concerns.
- Parents are always involved in reviews involving outside agencies.

11. How are children involved in the process of reviewing their own progress?

- All learners are set targets by their class teachers and are required to evaluate their progress via self and peer assessment.
- Wherever possible, support plan targets are shared with learners

12. How is West Park School accessible?

- The school is split level with easy access, double doors, ramps and wheelchair lifts
- There is a disabled toilet in each Key Stage.
- After school provision is accessible to all children, including those with tivSEN.
- Extra-curricular activities are accessible for children with SEN.

13. How will we support your child when they are joining or leaving this school?

We recognize that transitions can be difficult for some children.

If your child is joining us from another school:

- The class teacher, SENDCo or PSA will contact and meet with parents and staff from the other school to discuss and fully understand your child's additional needs.
- Your child will be able to visit our school, meet staff and peers and stay for a taster sessions.

If your child is moving to another school:

- We will contact the school SENCo and ensure that he/she knows about your child's additional needs and the details of appropriate provision. Where possible a transition meeting will be arranged to which parents and child (if appropriate) are invited. Enhanced transition arrangements will be organized for children transferring to secondary school which may involve visits throughout the year to support the transition process.
- We will make sure that all records about your child are passed on as soon as possible.
- We will remain available to the staff at the new school to provide advice or support necessary to ensure a smooth transition.

When moving classes in school:

- A transition meeting will be arranged in the summer term to which parents, current teacher and new teacher are invited. The purpose of this meeting is to share targets, strategies and advice.

14. How will we support your child's emotional and social development?

We recognize that some children have extra emotional and social needs that need to be developed and nurtured.

All classes follow a structured personal, social health and economic education curriculum to support this development. However, for children who find aspects of this difficult we offer:

- In school nurture provision delivered by our ELSA, Mrs Bright.
- Lunchtime and playtime support through support and play groups.