



Westhouses Primary School Parents' **SEND Information Report 2024**

Introduction

The SEN Code of Practice came into effect on 1st September 2014. We are aware of our legal requirement and this is our School Information Report. Our SEN policy is also available and is regularly reviewed to reflect the changes to the Code of Practice for SEN. At Westhouses 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. Westhouses Primary School has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children and, where needed, put support in place at the earliest possible stage. We believe that all children, whatever their need, should always be able to meet their potential in our 'welcoming, hardworking, positive and supportive' environment.

Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. Children with SEN may need extra help because of a range of needs, such as thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language or how they relate to and behave with other people. SEN could mean that a child has difficulties with:

- All of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving appropriately in school
- Organising themselves; or
- Sensory or physical needs which may affect them in school.

Below are answers to some commonly asked questions.

1) Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

The class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work

or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.

- Writing Pupil Progress targets/Individual Education Plans (IEPs), based on the smaller steps and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCo: Juliette Whitby

Responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher: Juliette Whitby

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Dave Ramsay

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 01773 832 518

2) How do we support children with SEND?

The Code of Practice describes how help for children with Special Educational Needs should be made by a step-by-step or 'graduated approach'. The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEN. Specialist expertise may be brought in to help the school with the difficulties

that a child may have. We will inform parents as soon as we first start giving extra or different help to your child because they have special educational needs. Help may be needed through the graduated approach for a short time or for many years, perhaps even for the whole of their education. Help for children with SEN will usually be in the class, sometimes with the help of other adults and occasionally with outside specialists.

In class support:

The school has developed and implemented a robust curriculum with **quality first teaching** that addresses and meets the needs of pupils. The extra or different help could be a different way of teaching certain things, some help from an extra adult, perhaps in a small group, or use of particular equipment like a computer or a desk with a sloping top.

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.

All classes have additional TA/HLTA support for Maths and English. Employing a teacher for EYFS means all class sizes remain small and pupils receive more support and timely feedback.

Impact of this in class support:

- Metacognition and Self-Regulation +7 months (EEF)
- Feedback +8 months (EEF)
- Reducing class sizes +3 months (EEF)

Specific group or individual intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

Current interventions include (impact in learning in brackets):

- Switch-on Reading programme: an intensive 10-week literacy intervention. It is delivered on a one to one basis by staff, most commonly teaching assistants, who have been trained in the approach. The purpose of Switch-on is to achieve functional literacy, and so to close the reading achievement gap for vulnerable children working below age-expected levels. It is inspired by the well-established intervention Reading Recovery (*average progress 3.9 points per year last academic year +3 months EEF*)
- Precision teaching: a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to help ensure that students become fluent and accurate through a little and often approach. It has an inbuilt monitoring function and is

basically a means of evaluating the effectiveness of what is being taught. (+4 months EEF)

- One-to-one tuition (+5 months EEF)
- Reading Detectives: also known as inference training is a group intervention for pupils in KS2 who decode adequately but fail to get full meaning and enjoyment from their reading. It teaches key comprehension strategies through “instructional conversations” in groups to help boost reading comprehension. (average progress 4 points per year last academic year)
- Toe by Toe: a highly structured phonics-based reading manual to develop reading skills. It requires short daily coaching sessions. (+4 months EEF)
- Small group tuition (+4 months EEF)
- Dough Disco: fun finger and hand exercises to develop fine motor skills.
- Physical Literacy: exercises to improve core stability and gross motor skills.
- First Class Maths: structured programme to develop basic numeracy skills. (+4 months EEF)
- NELI: The Nuffield Early Language Intervention is designed to improve listening, narrative and vocabulary skills. Three to five weekly sessions. (+4 months EEF)
- Picture write / Guided write: Small group tuition to improve writing skills (+4 months EEF)
- Accelerate/acceleratewrite: a structured programme delivered on a daily basis, to improve reading, writing, spelling and listening skills of pupils who are experiencing literacy difficulties. This is achieved through structured phonics exercises over a period of time. (Feedback +8 months (EEF))
- Plus 1 and Power of 2 Maths intervention: maths support for children who benefit from repeated maths practice. Dyslexic students benefit from the clear language and repetition, and those with dyscalculia benefit from the highly structured approach with clear explanations. Delivered 4-5 times a week for around 10-15 minutes. One-to-one support teaching all the building blocks of numbers. Plus one focuses on: - Counting backwards and forwards - Adding and subtracting up to 10 - Introduction to doubling and halving. Power of 2 focuses on: - Number bonds to 10 - Doubling, halving - Addition and subtraction - Rounding, multiplying, dividing - Fractions and worded problems - Mental maths (One-to-one tuition +5 months EEF)
- Pre and post-teach Maths booster groups Small group tuition +4 months (EEF)
- Positive Play: One to One sessions are delivered in a sensory environment using the natural medium of play. Structured sessions are tailored to meet individual needs, assisting in developing children’s listening and communication skills, addressing anger management issues, helping them to deal with the consequences of their actions and engage with their feelings and emotions.
- Nurture Group: These sessions aim is to give children the skills to do well at school; make friends and deal more confidently and calmly with the ups and downs of life. In the group, children are immersed in an accepting and warm environment where they can develop a positive relationship with both staff and peers. The timetabled activities are designed to support the emotional

and learning needs of pupils to help remove barriers to learning. Two members of staff, trained in nurture interventions, work with small groups of between 6 – 8 children. We focus on supporting children with their social, emotional and behavioural needs. Children attend 2-3 afternoons a week. The group usually runs for 10 to 12 weeks.

- Forest School: a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.
- Mastering Number using a rekenrek: 'The rekenrek looks like a simple piece of equipment, but it can be very powerful. Used by skilful, trained teachers it can help children move away from counting in ones to start doing basic mental calculations. We call this 'number sense', and research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects.'
Small group tuition +4 months (EEF)

Outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the Autism Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing, physical or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school and at home.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

- Inclusion Funding means your child has been identified as needing support above the resources already funded by school. Temporary funding can be applied for to support your children meet targets devised in a personalised plan of support.

This is provided as an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children whose learning needs are severe, complex and lifelong.

Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Autism Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy Service.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

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

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

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCo).
- The school SEN Governor can also be contacted for support.

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

If your child is identified as having difficulties or is not making progress, the school will set up a meeting to discuss this with you in more detail and to

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

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

The school budget, received from Derbyshire LA, includes money for supporting children with SEN.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. They consider all the information they have about SEND in the school, including:

1. The children getting extra support already,
2. The children needing extra support,
3. The children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

6) Who are the people providing services to children with SEND in this school?

School provision

- Teachers are responsible for teaching children with SEND.
- Teaching Assistants and HLTAs mainly working to support quality first teaching and delivering interventions (outlined in section 2).

Local Authority Provision delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual, hearing or other sensory needs
- Parent Partnership Service
- Behaviour Support
- SSSEN (School Support Services for Educational Needs)
- SSPI, SSVI, SSHI (School Support for Physical Impaired, Visual Impaired and Hearing Impaired)

Health Provision delivered in school

- Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- CAMHS

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

Many staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEN, such as autism, dyslexia, dyscalculia and general learning difficulties and more complex needs. We have support staff who have developed high levels of expertise in the delivery of speech and language programmes, reading intervention schemes and other interventions. High priority is given to the emotional and social well-being of our children and three of our teaching assistants have been trained to deliver

Positive Play. Support is sought from other agencies, where necessary, in order to maximise learning potential. We are also involved in our local cluster of schools within The Five Pits Partnership.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Outreach Team (ASD) service.

Training this academic year includes BSL refresher training for all staff from the Hearing Impairment Service.

8) How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Head Teacher/ SENCo every term.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have an IEP which may be based on targets set by outside agencies specific to their needs. Targets will be SMART (specific, measurable, achievable, realistic and time specific). Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Book scrutinies, lesson observations and pupil discussions will be carried out by the SENCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

9) How will my child be involved in their target setting?

The IEP meeting that will be held three times a year will involve the children. Often the child will have some time to prepare for these reviews during school time. They will discuss how they feel they have worked towards achieving their targets and what they feel their next steps should be. How will my child's views be recognised and included? The views of the pupil will be included in all discussions. This may be through involving the pupil in all or part of the discussion or IEP meeting itself, or gathering their views as part of the preparation.

10) What support do we have for you as a parent?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. Meetings can be arranged for school to listen to concerns and put appropriate actions in place. This may involve signposting to other professionals if necessary.

If you think your child may have special educational needs that has not been identified, you should talk to your child's class teacher. You will be able to talk over your concerns and find out what the school thinks. The Class teacher will be able to explain what happens next. Working together with the teacher's help will often help to sort out worries and problems. The closer you work with your child's teachers, the more successful any help for your child can be.

You might like to ask if:

- The school thinks your child has difficulties;
- The school thinks your child has special educational needs;
- Your child is able to work at the same level as other children of a similar age;
- Your child is already getting some extra help;
- How you can help your child. How will school support my child?

The SENCo is also available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. Personal progress targets or IEPs will be reviewed with your involvement every term. Homework will be adjusted as needed to your child's individual requirements. A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

11) How is Westhouses Primary School accessible to children with SEND?

At Westhouses Primary School our aim is to ensure all children with SEN are able to access all lessons, activities and school trips enjoyed by their peers. Parents/carers may be involved in planning of activities to ensure safety and inclusion wherever possible.

- The school is fully compliant with DDA requirements.
- The school is on a split-level with easy access and ramps.
- All access points and fire escapes have ramps.
- There are two disabled toilets.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

12) How will we support your child when they are joining this school; leaving this school; or moving on to another class?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible. Transition arrangements and the involvement of the child and parents in these arrangements are firmly established in the school. Provision is planned early to ensure children make all transitions smoothly and confidently and extra visits to the new school are often organised. We have good relationships with the main schools that the children from Westhouses Primary School transfer to.

If your child is joining us from another school:

- The SENCo will visit pre-schools with the Foundation Stage Leader and make a home visit when appropriate.

- If your child would be helped by a book/passport to support them to understand moving on, then one will be made for/with them.
- Your child will be able to visit our school and stay for taster sessions.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo and teacher from the new school.
- Transition visits will be arranged.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for/with them.
- Transition support session within school may also be implemented if needed.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Targets will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made with them.
- Additional visits to their new class/teacher may also be arranged.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made with them.

13) How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer

- Positive Play
- Nurture (Jigsaw Group)
- Additional Forest School
- Behaviour support services
- Lunchtime and playtime support through planned activities and groups.

If your child still needs extra support, with your permission the SENCo will access further support through the Early Assessment process.

14)How do I make a complaint about the provision my child is receiving?

Parents are vital partners in the child's journey through school and we would endeavour to work with you at every stage to deliver an individualised program of provision for your child within the school. However, if you were to become unhappy with the provision your child was receiving the first person to speak to would be the school SENCo - who will try to resolve any concerns and work with you to adapt or change provision given. If this is not resolved satisfactorily, the SEND Governor would then listen to your concerns and together find an amicable resolution. If again it is not resolved to your satisfaction, you may follow the school's complaints procedure (available from the school office or the school website).