

# West Park Primary School

## Information required for publication regarding SEN in the school



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The kinds of special educational need that are provided for.	West Park Primary School offer no specialist special needs provision.
Policies for identifying children and young people with SEN and assessing needs, including the name and contact details of the SENCO and location of SEN policy.	<p>SENCO: Elaine Dovydaitis Contact details: 01902 558238</p> <p>School's SEND policy and other documents useful for parents are on the school website or a hard copy of the policy can be requested at the school office.</p> <p><a href="https://www.westparkprimaryschool.co.uk/special-educational-needs">https://www.westparkprimaryschool.co.uk/special-educational-needs</a></p> <p>Individual children are discussed by class based staff and SLT on a termly basis at Pupil Progress meetings. It is often, but not always, in this forum that a decision is made as to whether a child needs to be placed on our SEN register, or removed from the register.</p>
Arrangements for consulting parents of children with SEN and involving them in their child's education. (Not all will be applicable to all children and their family)	<p>There are a number of arrangements made through which parents of children with SEN may be consulted and involved in their education. Not all forums will be applicable to all parents but they may include:</p> <ul style="list-style-type: none"><li>• Parents evenings (3x per year)</li><li>• 'Open door' policy</li><li>• Letters</li><li>• Text messages</li><li>• Phone calls</li><li>• Home / school liaison books</li><li>• Use of family support workers from Locality team</li><li>• Use of translators</li><li>• Annual written report and parents opportunity to comment</li><li>• Link governor for SEN</li></ul>

	<ul style="list-style-type: none"> <li>• Early Help Assessment (EHA) plans and subsequent review meetings</li> <li>• Team Around the Child (TAC) meetings</li> <li>• Meetings with professionals from other agencies – ie. Educational Psychologist, school nurse, Outreach team, Special Educational Needs Early Years' Service, Specialist Teacher from the LA, Behaviour Support counsellor</li> </ul>
Arrangements for consulting young people with SEN and involving them in their education. (Not all will be applicable to all children)	<p>Children may be consulted through some or all of the following depending on the level of SEN of the child and age appropriateness:</p> <ul style="list-style-type: none"> <li>• School council</li> <li>• Pupil voice interviews with SENCo, SLT and subject leaders</li> <li>• 1 page profiles</li> <li>• Use of TAs</li> <li>• Consultation on IEPs</li> <li>• Involvement in EHA and TAC meetings where appropriate</li> <li>• Discussion with outside agencies, eg. Educational Psychologist, Counsellor, family support worker</li> <li>• 1-1 discussion with class teacher about their progress and learning at least twice yearly, as part of our Visible Learning approach.</li> </ul>
Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities to work with parents as part of this assessment and review	<p>Typical arrangements may include:</p> <ul style="list-style-type: none"> <li>• Entry and exit testing for interventions</li> <li>• Reading age testing – de-coding &amp; comprehension, twice yearly</li> <li>• Number age testing</li> <li>• Tracking of pupil data by SLT</li> <li>• Continual assessment and monitoring as part of good classroom practise</li> <li>• Pupil voice interviews</li> <li>• Opportunity to discuss IEP targets (staff, children and parents)</li> <li>• Pupil Progress meetings</li> <li>• Book trawls</li> <li>• Lesson and intervention observation &amp; monitoring</li> </ul>
Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people	<p>Arrangements should include all of the following but is dependent on the level of commitment from the departing/receiving setting:</p> <ul style="list-style-type: none"> <li>• Transition visits</li> </ul>

prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.	<ul style="list-style-type: none"> <li>• Opportunity to meet staff from the new setting in current school</li> <li>• Efficient passing of records between settings</li> <li>• Contact between SENCO &amp; class teacher and staff from previous/new setting</li> <li>• PSHCE curriculum</li> <li>• Support from outside agencies where necessary, eg. behaviour support worker</li> </ul>
The approach to teaching children and young people with SEN	<p>We aim to provide all children with the opportunity to reach their potential and to aid this will ensure:</p> <ul style="list-style-type: none"> <li>• all children have access to Quality First teaching</li> <li>• there is effective differentiation in all lessons</li> <li>• children have access to interventions as necessary</li> <li>• good use of display to support learning</li> <li>• scaffolding / modelling are used appropriately and well in lessons</li> <li>• access to a range of resources readily available in the learning environment</li> <li>• pre /post additional teaching used as necessary</li> </ul>
How adaptations are made to the curriculum and learning environment of children and young people	<p>Adaptations are in place through:</p> <ul style="list-style-type: none"> <li>• Interventions used</li> <li>• Resources &amp; equipment made available as necessary</li> <li>• Differentiation within individual lessons</li> <li>• Support and advice sought from outside agencies on best practise for individuals.</li> <li>• Flexibility if children need time in another area of school to aid development or time out of class for other reasons</li> </ul>
The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured	<p>We access the following to ensure staff are trained to support children with SEN:</p> <ul style="list-style-type: none"> <li>• SENCo networks – both city wide events and Locality events</li> <li>• Use of Area SENCo and other Local Authority staff such as Inclusion Service, for training in school</li> <li>• Access to LA &amp; other organisations (eg. CPD Solutions) CPD programme</li> <li>• Outreach support, including training, support with individual pupils and classes and also visits for staff to these settings.</li> <li>• Multi agency support from W-ton NHS trust staff (ie. Physiotherapy, Occupational therapy, Speech &amp; Language services and school nurse) for advice and training for individual pupils and general support.</li> </ul>

	<ul style="list-style-type: none"> <li>Specialist training in SEN areas for staff other than SENCo, to widen expertise base in school, for example a member of staff has completed a recognised course in Autistic Spectrum Conditions.</li> </ul> <p>Specialist support is usually secured through referral by the SENCo</p>
Evaluating effectiveness of provision made for children and young people with SEN	<p>Effectiveness of provision is evaluated through:</p> <ul style="list-style-type: none"> <li>Tracking of progress data</li> <li>Pupil progress meetings</li> <li>In-house moderation</li> <li>Monitoring of intervention provision and delivery</li> <li>Focus in lesson observations</li> <li>Monitoring of progress made towards a child's IEP targets, or other specific targets set by outside agencies</li> </ul>
How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN	<p>All children are entitled to take part in all activities arranged by school. We ensure inclusion takes place through:</p> <ul style="list-style-type: none"> <li>Inclusion statement which is included in all policies within school</li> <li>Use of risk assessments</li> <li>Adaptions made to activities/ equipment/resources/transport as necessary</li> <li>Flexible staffing provision</li> <li>A inclusive ethos throughout school adhered to by all staff</li> </ul>
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.	<p>Available to improve emotional and social development are:</p> <ul style="list-style-type: none"> <li>Fortnightly LA sourced behaviour support counselling funded by school</li> <li>Educational Psychologist support funded by school</li> <li>PSHE lessons</li> <li>Use of Locality team expertise</li> <li>Role of the class teacher</li> <li>Referral to external services eg. CAMHs</li> <li>Open door policy of SLT for children in need of support or just a quiet space</li> </ul>
How the school involves other bodies including health and social care bodies, local authority support services and voluntary sector organisations,	<p>School actively seek to involve other bodies in supporting children with SEN and their families. This could be through any of the following;</p>

in meeting children and young people's SEN and supporting their families	<ul style="list-style-type: none"> <li>• EHA / TAC process – school regularly take the lead in these forums and act as lead professional</li> <li>• Member of staff dedicated to this role</li> <li>• Use of multi-agency approach</li> <li>• Use of outreach services</li> <li>• Regular contact and good working relationships with: school nurse, local children's centre, Locality team and other individual services supporting specific children.</li> </ul>
Arrangements for children and young people who are Looked After and have SEN	In addition to following procedures for all SEN children anyone who is Looked After will also have a Personnel Education Plan which will be reviewed termly and will further support the meeting of their special needs. Through this plan additional funds will be available to help support meeting special educational needs via use of the pupils Pupil Premium Plus budget. The Designated Teacher (Elaine Dovydaitis) attends relevant network meetings and stays up to date with policy and practise.
Arrangements for handling complaints from parents of children with SEN about the provision made in the school.	Ideally any complaints should first be discussed with the SENCo or head teacher. If parents are still not happy once complaints have been raised with the SENCo and / or Head teacher then they should follow the school's complaints policy. This can be found on the school website <a href="http://www.westparkprimaryschool.co.uk">www.westparkprimaryschool.co.uk</a> or a hard copy requested at the school office.
Information on where the local authority's Local Offer is published.	Details of the Wolverhampton Local Offer for SEND can be found at: <a href="http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0">http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0</a>

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