



## Westfield Primary Community School SEND Information Report 2023-24

Westfield Primary Community School strives to provide a caring and supportive environment where every child matters. We believe it is important that we help all children to achieve their full potential, regardless of any barriers to learning. All pupils are valued equally and are given the opportunity to achieve the very best they can. At Westfield Primary Community School, it is our view that it is imperative that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development.

In order to accomplish this, we support our children with feeling valued, listened to and respected. We inspire a love for our community through mutual respect, teamwork and the shared belief that anything is possible. We have six virtues that are integral to everything we do at Westfield. They are; kindness, confidence, teamwork, honesty, respect and resilience. At the heart of our work is to build and sustain great relationships with pupils and adults in school and embed a culture of tolerance, respect and understanding so that all pupils are able to be the best versions of themselves.

This report outlines how Westfield Primary Community School will cater to the needs of SEN students within the school setting. It will help you to understand who can help if your child needs additional support and how this can be accessed. In order to gain a full understanding of the resources available to meet the needs of young people designated as having special educational needs, young people and parents should also refer to City of York Council's 'Local Offer'. It has a variety of different sections including:



Please see the website for more details: [York Local Offer](#)

## **Who is the school's Special Educational Needs and Disabilities Coordinator (SENCo)?**

Rachel Hewston is the school SENCo, Designated Teacher for Looked After Children, Senior Mental Health Lead and Deputy Designated Safeguarding Lead. Her contact details are:

Westfield Primary Community School,

Askham Lane,

York.

YO24 3HP

01904 555295

Email: [senco@westfield.yorkschoools.net](mailto:senco@westfield.yorkschoools.net)

At Westfield Primary Community School we also provide the unique support of our Children's Champions, who work closely with families to provide pastoral support including Thrive, bereavement support and support for medical and behaviour needs. Our team of Children's Champions are led by Rachel Hewston and are;

Early Years: Emma Green

Years 1, 2 and 3: Sarah Bentley

Years 4, 5 and 6: Leah McQuillan

Please find answers to frequently asked questions below. If you cannot find what you are looking for or need further clarification, please do not hesitate to contact school for more information.

## **What is SEND?**

SEND stands for Special Educational Needs and Disabilities. A pupil is identified as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made which is different from, or additional to that made generally for other children of the same age. Some pupils will only receive support for SEND in school for a short time, others may receive support for their entire time in education. Schools have a SEND register that records all SEND pupils and is a fluid document which is constantly updated to reflect a pupil's current needs and support required. Children with SEND are likely to need some extra or different support from other children of their age, and there are lots of different ways that teachers and educators can offer this to ensure that all children are able to access the education system. Please also see our school's SEND Policy on the school website for further information.

## **How does Westfield Primary Community School know if children need extra help?**

- Parents, teachers or the child may raise concerns
- Limited progress is being made; our teachers carry out various assessments at key points during the school year, and routinely check that all children are making the required progress.
- There is a change in the pupil's behaviour or progress
- We have received information from other agencies who may be working with the child before they join us.

We will also have an early discussion with the pupil and their parents when identifying whether they need Special Educational Provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

## **What should I do if I think my child might have a Special Educational Need?**

Your child's class teacher is the initial point of contact for any concerns about your child. You can speak to them at the beginning or the end of day and arrange an informal meeting to discuss any concerns that you have.

## **What will happen next?**

- If you tell us you think your child has a Special Educational Need, or if you are in agreement with the school's view that they may need extra support, your class teacher will gather information and assess what may be causing a concern. We may observe your child in class, assess their understanding and look closely at how they access the learning in school.
- We will share with you what we find out and what we will do next.
- We can arrange for your child to be assessed by ourselves or, where appropriate, by external agencies who provide specialist assessment or guidance.
- Your child may be placed on the school SEND register in agreement with you.
- Measures will be put into place to support your child's learning.
- Our SENCo will support you, your child and your child's teacher throughout this process to ensure the best provision for your child.

## How will I know how Westfield Primary Community School supports my child?

- Teachers plan your child's learning experiences and provide personalised provision that is differentiated or adapted to meet each child's needs. They will be able to explain how your child's needs are met within the classroom.
- Teachers use detailed information from their tracking of children's progress to make sure that all children are making progress at their level. Progress is checked daily during lessons and termly through assessments. Teachers regularly have meetings to work together to check that their judgements are correct. Our Senior Leadership Team check the progress of pupils every term and discuss what we are going to do to make sure that each child is making good progress.
- Your child will be given small, measurable targets if they need further support. They will be discussed with the child and parents. These targets will be carefully monitored by your child's class teacher and the SENCo.
- Targets will be discussed regularly at parents' evenings or through specific review meetings.
- Your child's teacher will also be available at the end of the school day if you wish to raise any concerns. If a more detailed discussion is needed, appointments can be made with the class teacher or SENCo by contacting the school office.

## Interventions

Sometimes interventions are used to support learning in a particular area, for example phonics or writing skills. This involves a programme which is planned and taught to individual children or small groups. It is usually time limited and the child's ability is assessed before and after the interventions to track progress. Interventions may include:

Socially Speaking	Little Wandle
Precision Teaching	WELLCOMM
Reading Revival	ELKLAN
Speech and Language Therapy	Thrive

Support may also be provided by Teaching Assistants with areas of particular expertise, for example;

- ELSA (Emotional Literacy Support Assistants)
- ELKLAN and WELLCOM trained in Speech and Language Therapy support
- Social Skills support

Children's Champions, midday supervisors and Teaching Assistants are available throughout the lunch hour to provide support for individual children or groups of children who need a structured support for emotional or social interactions.

### **What specialist services are there to support my child?**

Sometimes, if a child's needs are more complex, a wider range of support services and health professionals may be consulted for advice and expertise;

- Educational Psychologist
- SALT (Speech and Language Therapists)
- Behaviour Support through Danesgate Outreach
- CAMHS (Child and Adolescent Mental Health Service)
- School nurse
- Specialist Teachers from the from the Specialist Teaching Team for;
  - Autism
  - Visual Impairment
  - Hearing Impairment
  - Physical Needs
- Social Services
- Wellbeing in Mind Team
- School Wellbeing Worker
- In some cases, children may access support for part or all of the school day from Enhanced Resource Provisions such as Haxby Road ERP (for Speech, Language and Communication Needs or Autism), St Oswald's ERP (for dyslexia support), Kestrel Class (for SEMH support).

### **How will my child's support be monitored and reviewed?**

In addition to the school's own monitoring systems, individual plans may be used to monitor progress and guide support.

- If your child's needs can be met through School Support, this may be coordinated through individual targets on a Learning Plan or through a My Support Plan.
- If concerns are still present following a number of detailed cycles of assess, plan, do and review as part of a My Support Plan, we may suggest that we ask the Local Authority for a Statutory Assessment. This may lead to an EHCP (Education, Health and Care Plan) if it is deemed that your child needs additional support beyond that provided through School Support.

- If your child is given an EHCP, they will be given funding from the Local Authority in order to support school with providing the extra resources needed to help them with their learning. EHCP's are reviewed annually with the parent, teacher, SENCo and where appropriate, the pupil themselves.

### **How does Westfield Primary Community School support children with medical needs?**

- A Care Plan will be created with support from the school nurse and any specific health care professionals.
- The Care Plan will be shared with all staff who are involved with the child.
- Staff will receive any specific relevant training from health care professional, eg Epipen training, epilepsy training.

Several members of staff are trained in basic first aid, including paediatric first aid.

### **How accessible is the school environment?**

- Ramps are present at key access points
- 2 disabled toilets
- Additional personal monitors for children with visual impairment
- Yellow lines in outdoor environment to highlight areas for children with visual impairment
- Sound fields and radio aids for children with hearing impairment
- Disabled parking bays
- Alternative methods of recording eg chrome books
- Specific dietary requirements catered for by school kitchen

### **How will the school prepare and support my child when joining Westfield Primary Community School, transferring to a new class, key stage, setting or secondary school?**

- When a child has identified SEND before they start at Westfield, we work with the people who already know about them and use the information available to identify how we can meet their SEND at Westfield Primary.
- Enhanced Transition Plans are put in place for transitions to new year groups or key stages including opportunities for additional visits, and the compilation of a transition booklet including photographs.
- When children leave school, transition meetings are held and records are transferred.

- On transferring to Secondary School, a detailed transition meeting may be held between the child, family and SENCos from both schools to enable the needs of the individual to be met.

**How does Westfield Primary Community School evaluate the effectiveness of the provision for children with SEND?**

The progress of each pupil is assessed each term in reading, writing and maths. Further assessments are carried out when children take part in intervention; the impact of these is measured by comparing assessment before and after the intervention. The impact of the child's progress can also be measured through specific individual targets. Where appropriate, observations of children in interventions and in class may be undertaken by members of the leadership team or outside agencies and added to the assessments to build a holistic picture of effectiveness of provision.

**York Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)**

SENDIASS (formerly known as York Parent Partnership Service) provides information, advice and support to parents, carers, children and young people. They support in relation to Special Educational Needs and Disability (SEND) and related health and social care issues.

Further details can be found here: [York SENDIASS](#)

Date:	September 2023
Next review due by:	September 2024