

## Westfield Primary Community School SEND Report 2019-20

Westfield Primary Community School strives to provide a caring and supportive environment where every child matters. All pupils are valued equally and are given the opportunity to achieve the very best they can.



Sometimes children need additional support for some or all of their time at school.

This report is the school's 'SEND (Special Educational Needs and Disabilities) Report' and is written to provide information about the types of support and provision available for your child at Westfield Primary Community School. It will help you to understand who can help if your child needs additional support and how this can be accessed.

### **Who is the school's special educational needs and disabilities coordinator (SENDCO)?**

Rachael Thomas is the school SENDCO and Lindsay Illingworth is the Assistant SENDCO. Their role ensures provision is made for children who have additional needs and also those with English as an additional language. Their contact details are:

Westfield Primary Community School,  
Askham Lane,  
York.  
YO24 3HP  
01904 555295  
Email: [westfield.primary@york.gov.uk](mailto:westfield.primary@york.gov.uk)

Mrs Thomas and Miss Illingworth work closely with our SEND Governor and parents to implement policies, practice and provision.

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 ELSA, bereavement support, support for medical and behaviour needs. Our Children's Champions are;

Early Years and Key Stage 1: Mrs Hurrell  
Key Stage 2: Mrs Eland and Mrs Benton

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

SEND provision at Westfield Primary Community School is centred around early intervention.

- 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.

### **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 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 SENDCo 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 SENDCo.
- 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, SENDCo or Children's Champions 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:

Talkboost	Read, Write Inc
ICAN Chatting with Children	Phonics
Ginger Bear	It's In the Bag (Fine Motor Intervention)
Writedance	ELKLAN
Socially Speaking	Speed Up
ELSA	Speech and Language Therapy
Precision Teaching	Pre Teaching
Reading Buddies	Reading Comprehension Buddies

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

- ELSA (Emotional Literacy Support Assistants)
- ELKLAN 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
- CAMHS (Child and Adolescent Mental Health Service)
- School nurse
- Specialist Teachers from the Specialist Teaching Team for;
  - Autism
  - Visual Impairment
  - Hearing Impairment
  - Physical Needs
- Social Services
- 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 behaviour 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 or through a My Support Plan.
- If concerns are still present following a clear plan, do and review cycle of using a detailed My Support Plan, we may suggest that we ask the Local Authority for a

Statutory Assessment. All children who have significant special needs will undergo an Education Health and Care (EHC) Assessment. This may lead to an EHC Plan if your child needs additional support beyond that provided through School Support.

- If your child needs extra resources to help them with their learning, for example, staff time, special equipment or attendance at a school with specialist resourced support, the Local Authority will provide these. This extra provision will be reviewed at least annually and would include parent, teacher, SENDCo and pupil.

### **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
- Alphasmart devices for children with physical needs
- 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 already 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 SENDCos 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.

### **What do I do if I have a complaint relating to my child?**

In the first instance, talking to your child's class teacher may resolve the issue. If you still have concerns, the school has a complaints procedure which you can access via the school's website or school office.

### **Where can I access further support and information?**

- Via our school website [www.westfieldprimary.co.uk](http://www.westfieldprimary.co.uk)

Via City of York and health professionals:

Name	Role	Point of Contact
Gillian Bucklow/Elizabeth MacDonald	SENDIASS (Parent Support)	West Offices, CYC
Cathy Ardern	Educational Psychologist	West Offices, CYC
Kathy Jones	School Well-being Worker	West Offices CYC
Sarah Hughes	School Nurse	West Offices CYC
Louise Nasir	Speech and Language Therapy Service	Via GP/School/Cornlands Road Clinic
Sandi Poston	Specialist Teaching Team for Hearing Impairment	West Offices, CYC
Abi Hall	Specialist Teaching Team for Hearing Impairment	West Offices, CYC
Caroline Roberts/ Rachel Hillyard	Specialist Teaching Team for Autism	West Offices, CYC
	Behaviour Support Team	Danesgate Community

**The Local Authority (City of York Council) also produces a Local Offer which can be read in conjunction with this report. It is available at:**

<http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>

**Top Tips from our parents:**



Use the e-mail if you don't want to call.



Don't be afraid to ask for help



Share as much as you can at the meeting

Useful Websites;

[www.york.gov.uk](http://www.york.gov.uk)

[www.keyworking.co.uk](http://www.keyworking.co.uk)

[info@keyworking.co.uk](mailto:info@keyworking.co.uk)

[www.sossen.orh.uk](http://www.sossen.orh.uk)

[www.ipsea.org.uk](http://www.ipsea.org.uk)

[www.autism.org.uk](http://www.autism.org.uk)

The writing of this report has involved consultation with Governors and parents.