

# Westover Green Community School



## Special Educational Needs and Disability (SEND) Report

**February 2017**

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Westover Green, please contact us on 01278 422943 or e-mail us at [westovergreen@educ.somerset.gov.uk](mailto:westovergreen@educ.somerset.gov.uk)

Special Educational Needs Coordinator (SENCo): Mr R. Rosslyn  
SEND Governor: Mrs L. Godfrey

### **1. The kinds of special educational needs (SEN) for which provision is made at Westover Green**

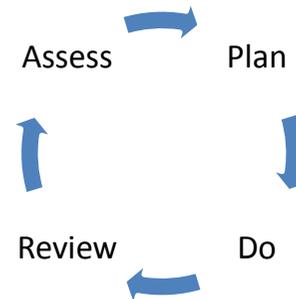
The majority of pupils on the current SEN register have difficulties with literacy and/or numeracy. We support children who have difficulties in these four categories:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

In addition, we have an Autism and Communication Base at Westover Green which provides for children with these specific needs. This is specialist provision for children with a diagnosis of Autistic Spectrum Disorder or a severe speech and communication disorder. The Base is staffed by specialists from the County Autism and Communication Service. There are usually approximately 8 children in the Base. It allows these children to benefit from accessing mainstream education when they are able but also being able to access the specialist provision and teaching that they require at other times. To access the Base, an EHC Plan will usually be required.

## 2. The school's policies for the identification and assessment of pupils with special educational needs

Underpinning all our provision in school is the graduated approach cycle of:



Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. Pupil Progress Meetings are held each term where the class teacher meets with the Head or Deputy. The progress of all children is discussed and any children causing concern are highlighted.

In the first instance, the class teacher will put some support in place, e.g. group support from a teaching assistant (TA), specific differentiation or group interventions. If this does not help to narrow the gap, he/she will then consult the SENCO to assist with further intervention.

At Westover Green, a range of specific, more specialised tests are used (usually by the SENCO) to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions.

If a child fails to make expected progress the next stage would be to move to the use of outside agency involvement for the identification, assessment and recording of children's learning difficulties.

Following assessment and staff consultation, a child's special needs are identified and the needs are recorded on the SEND Register.

An Individual Provision Map (IPM) or Individual Education Plan (IEP) is devised in collaboration with the child. The IPM or IEP is discussed with parents initially by the class teacher. Parents may contribute to the IPM/IEP if they wish.

### 3. The school's policies for making provision for pupils with SEN, whether or not pupils have Education and Health Care Plans (EHCPs)

All teachers are responsible for every child in their care, including those with special educational needs.

**a. How the school evaluates the effectiveness of its provision for such pupils**

All pupils are discussed termly in Pupil Progress Meetings. We aim for pupils on the SEN register to make the same progress as their peers. Interventions are evaluated each term and provision is amended if required. Class teachers consult the SENCo immediately if they have concerns that an individual child is not making progress. At the end of the year, data is collected and analysed by the Head and SENCo to evaluate progress and compare to national data.

**b. The school's arrangements for assessing and reviewing the progress of pupils with SEN**

Class teachers and the SENCo monitor the progress of children on the SEN Register termly. Parents/Carers are invited to school to discuss progress each term. Pupils who receive higher needs funding are also reviewed yearly at their annual review.

**c. The school's approach to teaching pupils with SEN**

All pupils access the full curriculum, with differentiation and support in class. Class teachers consider the language they use, and provide visual and multi-sensory support in all areas of learning. The curriculum is creative and includes outside trips to support the learning experience.

**d. How the school adapts the curriculum and learning environment for pupils with SEN**

The school has highly skilled and experienced teachers who adapt and modify the work presented in class as necessary. The school is a dyslexia friendly school (Somerset award) and all classrooms are adapted to be supportive.

**e. Additional support for learning that is available to children with SEN**

All classes have teaching assistants (TAs), who are directed by their class teachers and provide targeted support for pupils on the SEN register. Some high needs pupils receive additional support from a TA on a one-to-one basis. The Deputy Head is the SENCo. He is not class based so is generally available at all times to support class teachers and TAs.

**f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum**

Some pupils have programmes recommended by external specialists such as the Learning Support Service, Occupational Therapist or the Speech and Language Therapist. These are delivered as an addition to the normal curriculum and we try to timetable these activities sensitively.

**g. Support that is available for improving the emotional and social development of all pupils with SEN**

A key task for each class's TA is to support the social and emotional needs of the pupils in their class. TAs know the children well and develop trusting relationships with them. We also have a school Home School Liaison Worker (HSLW), who will support pupils at school as well as families at home.

#### **4. The name and contact details of the SENCo**

The SENCo is Richard Rosslyn. He can be contacted on 01278 422943 or by email at [rrosslyn@educ.somerset.gov.uk](mailto:rrosslyn@educ.somerset.gov.uk).

#### **5. The expertise and training of staff in relation to children with SEN and how specialist expertise will be secured**

Our SENCo has many years' experience in the role. All staff at the school are trained to support pupils with dyslexia. Several teaching assistants are trained to deliver specific interventions on a one-to-one basis. Our SEN TAs are trained to deliver a range of specialist interventions including Individualised Literacy Intervention, Spelling Detectives, Talkboost, Talking Partners, speech and language groups and programmes and physiotherapy programmes. The school regularly accesses support from a range of professionals including:

- Education Psychologist
- Speech and Language Therapy
- Autism and Communication Service
- Occupational Therapy
- Physiotherapy
- Hearing Sensory Support
- Visual Sensory Support
- Learning Support Service
- Child and Adult Mental Health Service

#### **6. How equipment and facilities to support children with SEN will be secured**

The SEND budget is administered by the SENCo under the direction of the Headteacher and Governors. Decisions about the budget are decided yearly, depending on current pupil needs.

#### **7. Arrangements for consulting parents of children with SEN about, and involving parents in, the education of their child**

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Headteacher's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions. We try to create positive links with our parents by operating an 'Open Door' policy.

Initially, when a child's special needs are identified, parents will be contacted and invited into school to discuss this further. Parents are consulted regularly at the termly parental consultations and, for higher needs children, at annual review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

If parents feel that their child has a special educational need that we have failed to identify, we will carry out assessment for the need as soon as possible. Should we disagree about the child's needs, we will seek advice from external agencies.

Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) provides impartial information, advice and support for parents and carers about all aspects of SEND. The service can provide support and information to parents and carers so that they are able to be part of decisions about their child's SEN to enable them to achieve better outcomes. The service can be contacted at :

**Tel:** 01823 355 578

**email:** [info@somersetSEND.org.uk](mailto:info@somersetSEND.org.uk).

**website:** [www.somersetSEND.org.uk](http://www.somersetSEND.org.uk)

### **8. Arrangements for consulting young people with SEN about, and involving them in, their education**

All pupils are encouraged to participate fully in the life of the school and have the opportunity to participate directly through the School Council.

Through thorough marking using feedback and response, pupils are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment on how they feel they are progressing at pupil conference meetings with their class teacher. Pupils with high needs funding participate in a "person centred" annual review. All pupils are asked to write a comment on their written school report.

All children at Westover Green are assigned a key worker who meets regularly with them and is available to help should there be concerns.

### **9. Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.**

We hope that complaints about SEND provision will be rare. However, if there should be a concern, the process outlined in the school's Complaints Policy should be followed.

There were no complaints regarding SEN last year.

### **10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils**

We access additional support for our SEN children through our consultation meetings. An Educational Psychologist and an advisory teacher from the Learning Support Service attend and the needs of pupils are discussed. Decisions are then made regarding which external services to engage to meet the needs of the child.

## 11. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education

Links with our feeder pre-school settings and transfer high schools are very strong.

Staff from the Foundation Stage will visit children in their nursery settings. When pupils with SEN join our school from a nursery placement, we hold a School Entry Plan meeting with nursery leaders, parents and any professionals involved. This meeting agrees a list of actions to smooth the transition. Extra visits can be arranged as necessary. During the first term of school, a School Entry Plan review meeting is held with parents, school and nursery staff to review how the transition is going.

Pupils transferring from our school to a high school are also supported. If a pupil receives high needs funding, we invite the SENCO from his/her next school to the annual review in Y6. The secondary SENCOs also visit to discuss the needs of any pupil on the SEN register. All paperwork about a pupil is sent to the receiving school. Transition visits are arranged as appropriate and pupils with SEN will usually be offered extra transition sessions with HSLW support. Staff from the secondary phase also spend time in our school with our school staff familiarising themselves with individual needs.

## 12. Information on where the local authority's offer is published

Somerset's SEND Local Offer can be obtained from Somerset County Council's website at [www.somersetchoices.org.uk/family/information-and-advice/somersets-local-offer/or](http://www.somersetchoices.org.uk/family/information-and-advice/somersets-local-offer/or) directly from the Town Hall (0845 345 9122).

Westover Green's SEND Offer can be obtained from the school website [www.westovergreen.co.uk/sen/Westover%20Green%20Local%20Offer.pdf](http://www.westovergreen.co.uk/sen/Westover%20Green%20Local%20Offer.pdf)

Report Reviewed by:	
Signed:	Chair of Governors
Dated:	
Review Date:	Spring 2018