



WESTMINSTER CE PRIMARY ACADEMY

SEN INFORMATION REPORT

SEN Information Report

Since 2014 the Special Educational Needs and Disability Regulations require all schools to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

1. We provide for the following kinds of special educational needs and disabilities (SEND):

Communication & Interaction needs including Autistic Spectrum Disorder
Speech Language & Communication Needs
Cognition & Learning Needs
Specific Learning Difficulties
Social & Emotional needs including ADHD
Sensory & Physical Needs
Visual Impairment
Hearing Impairment
Physical Difficulties

2. We identify and assess pupils with SEND using the following methods:

We use the SEND Guidance on Bradford Schools Online to assess pupils. Within each area of need there are Range descriptors. Once a range has been established for a pupil the advice is then followed. The suggested strategies are used alongside Quality First Teaching and interventions. Within each range there is advice as to the best resources to be used.

3. We evaluate the effectiveness of our SEND provision in the following ways:

Staff at Westminster CE Primary Academy assess the progress of all children in line with the academy's Assessment Policy. Teachers will monitor the standard of attainment of individual pupils at half termly intervals through:

- Teacher observation and marking of daily work
- National Curriculum Targets.
- SATs.
- Reading and Spelling assessments.
- P Scales for children working below Level 1 of NC.
- Foundation Stage Assessment.
- Assessment of IEP targets.

4. Our arrangements for assessing and reviewing the progress of pupils with SEND are as follows:

Pupil Progress meetings and IEP reviews are held termly and the progress of pupils with SEND is reviewed. Interventions are reviewed and new strategies are put in place where necessary.

5. Our approach to teaching pupils with SEND includes:

Some one-to-one and small group work is carried out either in the classroom or in an intervention area. As far as possible the pupils with SEND are integrated into the classroom. All work is differentiated to meet the needs of the individual pupils.

6. We adapt the curriculum for pupils with SEND in the following ways:

Work is differentiated to meet the needs of all pupils. Where there are pupils with a physical difficulty an adult is available to offer support and ensure the pupil is kept safe whilst taking part in any activity.

7. We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:

We ensure that all pupils are able to access all school activities and no pupil is ever excluded unless the activity would cause a danger to the pupil because of a physical disability. Adult support is provided to ensure the safety of any pupil with SEND.

8. The following emotional, mental and social support is available for pupils with SEND:

The school nurse, the BESD Team and the Educational Psychology Team support us in providing support for any pupils with emotional issues.

9. The name of our SENCo is Neesha Pal.

10. In addition, we use the services of the following specialists:

BESD Team
Cognition & Learning Support
Educational Psychologist
School Nursing Team
Paediatrician
Commissioned Speech & Language Therapist
Hearing Impairment Team
Visual Impairment Team
Physical Difficulties Team

11. We currently possess the following equipment and facilities to assist our pupils with SEND:

Evac chairs, specialist chairs used in classrooms and the hearing loop system.

12. Our arrangements for ensuring the involvement of parents of children with SEND are as follows:

Disabled parking, wheelchair access and the hearing loop system.

13. Our arrangements regarding complaints from parents of pupils with SEN are as follows:

If parents have a complaint about the SEN provision in academy they may initially contact

- the class teacher
- the SENCo
- the Principle

In response the class teacher and the SENCo will provide evidence of work undertaken, IEP targets and assessments of progress which will be discussed with parents. If a problem is still not resolved parents may then contact the Governing Body to request a meeting. This may lead to a formal complaint to the LEA or with an appeal to the SEN Tribunal.

14. We work with the following bodies to ensure the best possible provision for our pupils with SEN:

BESD Team
Cognition & Learning Support
Educational Psychologist
School Nursing Team
Paediatrician
Commissioned Speech & Language Therapist
Hearing Impairment Team
Visual Impairment Team
Physical Difficulties Team

15. Parents of children with SEND may find the following support services helpful, in addition to the school's offerings:

Barnardos, Bradford Autism Support and Community Works.

16. Our transitional arrangements for pupils with SEND include:

As part of transition pupils with SEND visit their new school on Transition day and where required we will arrange further visits if necessary. We pass on relevant information to the receiving school. In addition there will be a Transition Review held in the autumn term where parents can express and discuss the choice of secondary school. Dialogue will then be set up with the receiving school's SENCo to organise visits in the summer term. Pupils with an EHCP/statement will have access to transition support from Learning Mentors.

17. Bradford's local offer, explaining what is available as a Local Authority, can be found using the following link:
<https://localoffer.bradford.gov.uk/>