

## 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 consult with parents/carers of pupils with SEND in the following ways:

Liaison with class teachers, pastoral teams, SEN higher level teaching assistants, keyworkers or the SENCo  
Parents evenings  
SEN parent forums  
Formal review meetings  
Parents/carers' views are always valued, they are encouraged to share knowledge about their pupil and engage in a positive discussion from which there will be agreed actions relating to how the pupil's needs might best be met.

4. We consult with pupils with SEND in the following ways:

At the initial assessment and at all planning stages where appropriate, the pupil's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. The Academy's approach is very 'person-centred', enabling pupils to have more control over decisions about their support.

Any documentation used as a part of the agreed provision (for example, the Pupil Passport) will be produced in a 'child friendly' format.

Where appropriate, pupils could attend a more formal meeting to review their progress and provision. They may contribute to this meeting either by attending in person or by providing written input.

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

Staff at Westminster CE Primary Academy assess the progress of all pupils 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 pupils working below Level 1 of NC.
- Foundation Stage Assessment.
- Assessment of Learner Passport targets.

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

Pupil Progress meetings and Learner Passport 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.

7. We support pupils with SEND as they progress through different phases of education in the following ways:

All pupils with Special Educational Needs will have additional support during periods of transition. The Academy has a comprehensive transition programme in place to support the move from between settings or schools for all pupils, but with particular focus on those pupils with SEN or disabilities.

The Academy have established an effective partnership with the staff of our local secondary schools, allowing us to meet the needs of both students and parents at transition. Details of this programme are available from the school. Careers advice and guidance is available to all students from Year 5 and forms part of the review process for students with Statements of SEN or Education, Health and Care Plans. Where a pupil has a Statement of Special Educational Needs or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition.

This enables the local authority to consult and request placements at the preferred school. Where parents express a preference for Westminster C.E. Primary Academy, SEN staff will attend the Annual Review meeting or Joint Assessment Meeting to facilitate the implementation of a carefully planned transition package.

A key focus within the provision provided in the Academy is to prepare our students for independence and their next steps in education.

8. 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.

9. 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.

10. We ensure we that staff have the specialist expertise to support learners with SEN in the following ways:

Whole staff training is undertaken as part of INSET – this regularly includes SEN elements and updates. Whole staff training would also be necessary for important issues; such as changes to the Code of Practice for SEND or support with Quality First Teaching (QFT).

More specific training is given to specific groups of staff dependent on need, for example if a student receives a new Autism Spectrum Condition diagnosis, his/her class teacher/s would be provided with training.

Outside agencies also provide training and support in school for cohorts of staff on specific needs. Individual staff can attend specific training provided externally if necessary.

11. We enable pupils with SEND to engage in the activities of the school, together with pupils 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.

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

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

13. Details of our SEND team are as follows:

Assistant Principal for Inclusion is Elizabeth Pawson (Elizabeth.pawson@westminsterschool.co.uk).

Assistant SENco for KS1 is Juliette Rawnsley (Juliette.rawnsley@westminsterschool.co.uk)

Assistant SENco for KS2 is Rosie Walker (rosie.walker@westminsterschool.co.uk)

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

Educational Psychology

Speech and Language Therapy

ASD Team

Occupational Therapy

Pupil and Adolescent Mental Health Service (CAMHS)

School Psychotherapist

School Nursing Team

Cognition and Learning Team

BSS Team

Paediatrician

Autism Spectrum Disorder Team

Hearing Impairment Team

Visual Impairment Team

Physical and Medical difficulties team

15. 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.

16. Our arrangements for ensuring the involvement of parents of pupils with SEND are as follows:

Disabled parking, wheelchair access and the hearing loop system.

17. 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 or Assistant Principal for Inclusion
- 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.

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

BSS Team  
 Educational Psychology  
 Speech and Language Therapy  
 ASD Team  
 Occupational Therapy  
 Pupils's Social Care  
 Barnardos Parent Partnership (now known as SENDIASS)  
 Pupil and Adolescent Mental Health Service (CAMHS)  
 Education Welfare Officer (EWO)  
 School Psychotherapist  
 School Nursing Team  
 Social Workers  
 Cognition and Learning Team  
 TRACKS Home Education Service  
 Hearing Impairment Team  
 Visual Impairment Team  
 Physical and Medical difficulties team

Requests may be made via the SENCo, or from a parent directly, or from one agency to another for support. Parental consent must be given for agencies to work with pupils and young people. Links and contact details for these services can be found on Bradford Schools Online: <https://bso.bradford.gov.uk/>

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

Barnardos, Bradford Autism Support and Community Works.

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