



## SEND INFORMATION REPORT

### **Introduction**

At Westminster CE Primary Academy, we welcome everybody into our community. The staff, governors, pupils and parents work together to make the academy a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We strive to achieve this through the attention we pay to each child and the different groups of children within our school, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our provision allows pupils with learning and physical difficulties the opportunity to follow a broad and balanced curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently. SEN support might be through assistive technology, specialist tuition, 1-1 small group learning or access to therapies.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programs, before and after school focus groups and other interventions developed to personalise learning. All children and young people are entitled to an education that enables them to make progress so that they: achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

If your child has special educational needs and / or a disability and you would like to know more about what we offer, please contact us on 01274 648490 or [office@westminsterschool.co.uk](mailto:office@westminsterschool.co.uk)

SEND coordinator: Mrs Elizabeth Pawson  
Assistant SEND coordinator KS1: Mrs J Rawnsley  
Assistant SEND coordinator KS2: Mrs R Walker  
Governor responsible for SEND: Mr T Griffiths

A copy of our SEND and Inclusion policy can be found on the website [www.westminsterschool.co.uk](http://www.westminsterschool.co.uk) or from the office on request.

### **The kinds of Special Needs for which provision is made at our school**

We use the term "Special Educational Needs" if a child:

- Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies. (See SEND Register)

- Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- communication and interaction
- cognition and learning
- behavioural emotional and social development
- sensory or physical conditions.

### **Policies for identifying children and young people with SEN and assessing their needs.**

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action, intervention and review to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

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 / subjects. It is through this process that children who are not making expected progress are highlighted. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

All staff can play a key role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. We also take advice from external professional partners as appropriate.

### **Consultation with parents of children with SEN and how we involve them in their child's education**

Following assessment and with consultation involving parents, staff and the pupil, a child's special needs are identified and recorded on the SEND Register. A Learner Passport is devised in collaboration with the child and parents alongside the class teacher. Teachers share the Learner Passports with parents at each parents evening. They are shared with the child after each review. External specialists are available to give advice to both staff and parents. The class teacher, school social worker and the SENCo are available to talk to parents, particularly regarding children with SEND who may need specific guidance to support learning to meet the needs of their child. There is also a termly coffee morning for parents of pupils with SEND where the SEND coordinators will be available to talk to parents.

We recognise that being a Looked After Child can have many challenges. However, all children are unique and special. We would actively work with all multi agencies and carers in order to support a LAC child with SEN ensuring appropriate information is shared with all parties in a confidential manner. They would receive the same support as any other SEN child but we recognise the importance of working with a range of agencies to ensure that any barriers to learning are overcome.

Our Community Engagement Leader and Community Engagement Coordinator are key workers for parents to both encourage and support. They can be contacted via the school office.

### **Consulting pupils with SEN and involving them in their education**

All pupils:

- are encouraged to participate fully in the life of the school
- are expected to behave in a responsible and respectful way within the academy
- are encouraged to voice their suggestions as to how the teachers can help them to learn better
- are encouraged to become increasingly independent in line with their SEND needs
- understand the success criteria to enable progress to take place and celebrate their progress
- comment on how they feel they are progressing when the Learner Passport is evaluated. Engagement with pupils will play a key role in promoting a culture of positive expectation.

Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they 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 regarding their provision and their Learner Passport. Our Positive Behaviour Manager is also available to support learning behaviours.

### **Transition between phases of education**

All pupils with SEND 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 SEND or disabilities.

The Academy has established an effective partnership with the staff of our local secondary schools, allowing us to meet the needs of both pupils and parents at transition. Details of this programme are available from the school. Guidance is available to all pupils from Year 5 and forms part of the review process for pupils with Education, Health and Care Plans (EHCP). Where a pupil has an EHCP, 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, SEND 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 pupils for independence and their next steps in education.

### **Record keeping**

Records are kept on each child in a locked filing cabinet in the Assistant Principal for Inclusion's office. Assessment information is kept on a secure network with limited password protected access. Care plans, behaviour risk assessments and information from outside agencies will also be stored in the above files. This information is also scanned onto CPOMS which also has limited protected access. Conversations with parents and other outside agencies are recorded on this network.

The academy also produces a medical list to enable staff to be kept informed of any medical information. For children with severe allergies or asthma, there is a record in every classroom to ensure the correct medication is provided if necessary. Where children require an Epipen this is stored in the classroom with clear signage indicating its location. A medication information sheet with photographs is located in every room within school indicating the children with severe allergies requiring an Epipen.

Names can also be added or removed from the SEND Register following consultation with pupils, parents, staff and any relevant personnel and agencies.

### **Statutory Assessment: EHC Plan (Education, Health Care Plan)**

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Bradford Council.

Bradford's SEND Local Offer can be obtained from Bradford Council's website  
[http://www.bradford.gov.uk/bmdc/health\\_wellbeing\\_and\\_care/disability/bradfords\\_local\\_offer](http://www.bradford.gov.uk/bmdc/health_wellbeing_and_care/disability/bradfords_local_offer)

The Local Authority will need to have information about the child's progress over time; documentation in relation to the special educational need; details of action taken by the school to meet the child's special educational needs and particulars of any special resources or arrangements put in place.

This information may include: Learner Passports for the child; records of regular reviews and their outcomes; health reports, including medical history where relevant; national assessment levels and progress reports; educational and other assessments, for example from an advisory teacher or an Educational Psychologist; reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parents and child are sought. Parents may also make a Request for Statutory Assessment. The process is defined by a specific timescale and statutory procedures details of which are available on request from the LA SEN Officer. EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

### **Approach to teaching children with SEND including expertise and training**

Ensuring that all children make progress and their needs are met appropriately is the key to teaching at Westminster CE Primary Academy. The communication between staff, parents and children to ensure that all are included is a focus for the SENDco, teachers and Learning Support Assistants across school. Everyday quality first teaching is supplemented with focused interventions based on assessment and

advice from professional partners. Our Learning Support Assistants have additional focused intervention training from Learning Support Services and other consultants.

Within the academy we have our own Language Development Worker one day a week to support children and staff in KS1 and EYFS to meet their speech and language needs. We also buy in additional Educational Psychologist time to work proactively with pupils in school. The curriculum is adapted as is the learning environment to meet the needs of the children to maximise outcomes whilst supporting them both academically and emotionally.

### **Engaging in activities**

We make all amendments feasible to ensure that all our pupils are able to engage in the curriculum and extra-curricular activities working with professionals and other providers.

Our SEND pupils are included on all educational visits and residential visits, where staff liaise with the location and partners to ensure their needs are met whilst taking a full part in activities.

Please also refer to our accessibility policy for further information.

### **Emotional and social development**

We have a Positive Behaviour Manager who is available to respond to needs of children and lead play sessions at lunchtimes. Nurture provision is also available for pupils who may find friendship building more difficult.

### **Working with other professional partners**

The partnership between parents and school plays a key role in promoting a culture of positive expectation for SEND pupils. To supplement this, we work with a range of other partners including the voluntary sector. Dependent upon the identified needs of a pupil this may include:

- Educational Psychology
- Speech and Language Therapy
- ASD Team
- Occupational Therapy
- Pupil and Adolescent Mental Health Service (CAMHS)
- School Nursing Team
- Cognition and Learning Team
- BSS Team
- Paediatrics
- Autism Spectrum Disorder Team
- Hearing Impairment Team
- Visual Impairment Team Physical

- Medical difficulties team
- Pre-5 team
- Early help

### **The SENDCO**

Mrs Pawson is the SENDCO and along with the assistant SENDCOs Mrs Rawnsley (KS1) and Mrs Walker (KS2), she is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies. She will attend and cascade appropriate in- service training in order to meet new developments with policy and practice. The SENDCOs will also be responsible for overseeing the maintenance of the Special Needs Register. The deployment of staff is used flexibly to meet the needs of pupils.

### **Complaints**

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

- the class teacher or assistant SENDCOs
- the Assistant Principal for Inclusion
- the Principal

In response the class teacher and the SENDCO will provide evidence of work undertaken, Learner Passport targets and assessments of progress which will be discussed with parents. If the problem is not resolved informally, parents may follow the academy complaints procedure which is available on the school website

### **The Local Offer**

Bradford's SEND Local Offer can be obtained from Bradford Council's website

<https://www.bradford.gov.uk/children-young-people-and-families/does-your-child-have-special-educational-needs-or-disabilities/special-educational-needs-and-disability-send-specialist-assessment-and-support-service/>

Our academy offer of SEND provision is available from the website

<https://westminsterschool.co.uk/school-information/special-educational-needs-and-disabilities-send/>

The school office can also provide further information and a paper copy on request. If you have any questions at all, please ask either the SENDCO or a member of the school leadership team. We are all here to support your children.