

West Felton  
C.E. Primary School  
**SEN Information Report**  
and  
contribution to the  
**Local Offer**

November, 2020



## West Felton CE Primary School

### SEN Information Report

(In accordance with Children and Families Act (2014), Regulation 51, part 3, section 69 – 3a)

This Special Educational Needs Information Report should be read in conjunction with the School's policy for Special Educational Needs and Disabilities (SEND) which is available on the website.

#### 1. What kind of Special Educational Needs do we provide for?

West Felton CE Primary is a mainstream primary school. We believe that every teacher is a child of every child, including those with SEND. If children are not able to 'learn the way we teach,' we must 'teach the way they learn.' Good practice for children with SEND is good practice for all.

#### **Definition of Special Educational Needs and Disabilities**

A child or young person has SEND if they have a learning disability or disability which calls for special educational provision to be made for her/him.

These needs are categorised into four key areas that may create barriers to learning:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

A child has a learning disability or difficulty if s/he:

- Has a significantly greater difficulty in learning than the majority of pupils of the same age
- Has a disability which hinders or prevents the child from making use of the facilities of a kind generally provided for others of the same age in mainstream schools

#### 2. Who is the SENCo and how can she be contacted?

The School's SENCo is Mrs Sarah Creaser (NASENCo.). Mrs Creaser works in West Felton CE Primary and St. Andrew's, Nesscliffe CE Primary, part-time. She can be contacted by telephone at West Felton on 01691 610388 or at Nesscliffe on 01743 741331. She is also contactable by email at [senco@westcliffe.shropshire.sch.uk](mailto:senco@westcliffe.shropshire.sch.uk) or via the school office at either site.

Mrs. Creaser has been awarded the Masters Level National Award for SEN Co-ordination (NASENCo) from Manchester Metropolitan University.

### 3. How do we identify a child with SEND, and how do we assess their needs?

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the School's policy on teaching and learning. It is important that the school identifies children who experience difficulties accessing learning and general school life opportunities as early as possible. This is achieved through the continual classroom observation and assessment of all pupils. Progress is tracked on a half-termly basis, and where appropriate, more frequently than this. The SENCo liaises closely with the Assessment Co-ordinator to analyse data and individually track pupils who are experiencing difficulties.

Class Teachers discuss concerns with the SENCo. If further action is deemed necessary, parents are informed as early as possible, and the difficulties are explained, along with the School's plan to meet needs.

In the majority of cases, pupils are only identified as SEND *if they do not make adequate progress* once they have been provided with high quality, personalised teaching, and access to adaptations and intervention. Triggers for the identification of a child as having SEND could be:

- Little or no progress made when teaching approaches/learning styles are clearly targeted to meet the child's identified area of need
- The child continues to work at levels significantly below those expected for a child of a similar age, particularly in Literacy and Numeracy, resulting in low attainment
- Communication and /or interaction difficulties create barriers to learning and specific intervention programmes are required
- Social, Emotional and/or mental health difficulties are not responding to the usual nurturing ethos of the School
- Sensory and/or physical difficulties create barriers to progress despite the provision of personal aids or specialist equipment

Once identified as having SEND, a child will be added to the SEND record and 'additional' and 'different' provision will be made for her/him.

Factors which are NOT SEND related but which may affect a child's progress and attainment, are taken into consideration, and adaptations are made accordingly. These may include:

- A disability under the Equality Act (2010) - all reasonable adjustments must be made in order for the child to access the full curriculum

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of service personnel

Persistent, disruptive or withdrawn behaviour does not necessarily mean that a child has SEND. Concerns over a child's behaviour will be investigated on the premise that the behaviour is an underlying response to an unmet need. This may be attributable to a learning difficulty or some other factor, as noted above. School will use best endeavours to recognise and quickly identify the reasons for the behaviour, and take all reasonable steps to address the root cause.

The SENCo may carry out observations to assist with the identification of SEND, and keep parents/carers fully informed in this process. The School may, with parental permission, seek the advice of external agencies, such as the Educational Psychology Service, Woodlands Outreach etc. Additionally, some children may receive support from our National Health Service partners with, for example, speech therapy, Occupational Therapy or mental health services such as Be You (formerly CAMHS).

#### ***Impact/Evaluation as of November 2020***

*Observation and assessment by the SENCo and outside agencies has improved teachers' knowledge of the difficulties and needs of children. This continues to inform targeted, quality first teaching and improvements in individualised provision through personalised Pupil Passports.*

#### ***Referrals/Action Plans in the last 12 months***

|                                | Number | Outcome  |
|--------------------------------|--------|--|
| Request for High Needs funding | 1      | Declined   |
| Educational Psychology         | 6      | Clear understanding of barriers to learning, strategies to overcome these, planning for future, support for funding requests/support plans |
| Woodlands Outreach             | 4      | Clear understanding of barriers to learning & strategies to overcome these, planning for future, support for                               |

|                              |   |   |
|------------------------------|---|---|
|                              |   | funding requests/support plans                  |
| Speech Therapy Service       | 5 | Programme of work set, regular review in school |
| Bee You (CAMHS)              | 4 | No action to date; regular request for action   |
| Hearing Impaired Service     | 1 | Regular review in school                        |
| Occupational Therapy Service | 2 | Assessment and programme set                    |

#### **4. How do we involve parents and consult with them about their child's education? How do we support parents of children with SEND?**

The School's policy for SEND aims to foster partnerships with every parent/carer in the education of their child, and to involve parents/carers in the review process.

Parents and carers are valued, and their contribution in the process of identifying and supporting their children with SEND is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance, contact the class teacher. School operates an 'Open Door' policy, and we will do our best to meet with parents/carers as soon as possible to discuss concerns. An appointment can be made at the School office to meet with the Headteacher, Mrs Hughes, the Executive Headteacher, Mrs. Bond, or the SENCo, Mrs. Creaser. Mrs. Creaser is always pleased to speak with parents/carers of children with SEND, either by telephone or in person when she is in school.

In order to keep parents informed, we have a comprehensive and informative school website, and a Parentapp service. We also send letters home and have a notice board close to the main entrance. There are three Parents' Evenings per year, and an annual report which encourages parental contribution. We have a bi-weekly newsletter which is emailed to all parents/carers.

In addition, for children identified with SEND, a termly Pupil Passport (individualised plan) is sent home, and a review meeting appointment offered to parents/carers by the SENCo. For children with a high level of individual need, whose provision is set out in an Education Health and Care Plan (EHCP), in addition to termly meetings with the SENCo, there will also be an Annual Review which will reflect person-centred values, and a high degree of parental contribution.

A very small number of children will have long term, complex needs which prove significant barriers to learning, progress and attainment, and it may be necessary to make a request to the Local Authority (LA) for Statutory Assessment. This is a protracted and complicated process, but School will endeavour to support parents in this, in order to achieve the very best for their children. Parents are encouraged to

request the support of the Information Advisory Support Service (IASS) at this time. Information about this service can be found at:

<https://shropshire.gov.uk/the-send-local-offer/>

or on the school website under SEND.

Key school policies and documents are available to view on the school website, and copies may be obtained at the school office.

School staff are pleased to support parents/carers in the completion of forms/paperwork where required, and will signpost to support agencies such as Barnados, the School Nurse, Counselling Services etc.

Information, advice and guidance for parents/carers of children with SEND is available from the SENCo, and/or on the school website, and we are pleased to support parents/carers with additional needs in, for example, reading documents, understanding complicated documentation, and completing paperwork.

We warmly welcome parents onto our Governing Body, elections for which take place every four years. We encourage parents/carers to give written and verbal feedback, via school reports, Pupil Passports and parental surveys etc., and new members are always most welcome to join the Friends of the school in raising valuable funds, for which School is extremely grateful.

### ***Impact/Evaluation at November 2020:***

*Parents/carers frequently meet with the SENCo, Headteacher, Executive Headteacher and class teachers, and regularly ask for, and receive support in many instances.*

#### ***Ofsted, 2018:***

*'One parent, reflecting the views of most, commented in writing, 'The school constantly strives to provide a positive and caring learning environment.' Parents are right.'*

*'You engage successfully with parents.'*

*'You, the staff and governors have maintained the positive and supportive ethos that was found at the time of the previous inspection. This is largely as a result of very strong care and welfare provided by the staff. This is acknowledged and appreciated by the vast majority of parents.'*

#### ***SIAMS, 2018:***

*'Partnerships with parents are particularly strong. Parents appreciate how approachable all staff are, and say that the school offers the hand of Christian fellowship and friendship to them as well as to their children.'*

## **5. How do we involve and consult with children about their education?**

We have a School Council which is made up of representatives from each class. All children are welcomed onto the School Council, regardless of ability or special needs.

The SENCo regularly speaks with children with SEND; this includes popping into classes, Learning Walks, spending individual time together, chatting informally etc. This always takes a supportive format, regarding learning styles, accessing curriculum areas and ensuring the school environment is conducive to learning and fully inclusive.

Children with SEND who have a Pupil Passport are involved in the writing and reviewing of these, whenever possible and appropriate. They will be involved in discussions, with the class teacher or support assistant, about targets and outcomes, progress made, and next steps.

### ***Impact/Evaluation at November 2020:***

The SENCo has devised a Pupil Attitude Questionnaire to further represent pupil voice. Children with SEND are invited into Annual Review meetings where appropriate.

#### **6. How do we assess and review the progress that children make, and how do we involve them and their parents?**

Assessment for all children is an ongoing process and takes many forms, as set out in the School's Policy for Teaching and Learning. For the majority of children with SEND, the class teacher's assessment of need is sufficient to determine the necessary provision through a Pupil Passport.

It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision in place for pupils in their care. All teachers are teachers of SEND. The coordination of the SEND provision is the responsibility of the SENCo.

Throughout school, children's progress is formally assessed in Literacy and Numeracy every term. This data is monitored and evaluated to ensure that provision for all children is matched to their needs. More specific targeted assessment may be carried out by the SENCo in conjunction with the class teacher, usually through classroom observation and occasionally using diagnostic tools.

Pupil Passports have SMART (Specific, Measurable, Attainable, Realistic, Time limited) targets which are set by the classroom teacher, together with the input of support staff, the child, where appropriate, and parents/carers, at least termly. These are monitored and evaluated termly by the SENCo with the parents/carers, and by the class teacher to ensure relevance and gauge next steps. A copy of the Pupil Passport is sent home, and parents/carers invited to a review meeting with the SENCo, in order to review the most recent evaluated Passport, and to contribute to

the current document. This is so that parents/carers may support their child in achieving the targets set, in the home environment, as well as in school.

For children with an EHCP, an Annual Review (AR) must be carried out annually, in conjunction with the LA. Parents and external agencies involved with the child are strongly encouraged to attend, and these meetings are as person-centred as we are able to make them, with the child and family at the heart of the process. ARs in Year 5 onwards emphasise the need to prepare a child carefully for secondary transition, and parents are encouraged to begin thinking carefully about their choice of secondary school early. The SENCo of the transferring secondary school will be invited to the AR in Year 6, and it may be necessary, depending on the complexity of need, to hold a Transfer Review late in the summer term to ensure arrangements are in place for a successful transition.

### ***Impact/Evaluation, November 2020:***

*The vast majority of Parents/Carers attend termly meetings with the SENCo on invitation. Occasionally, the SENCo will hold this meeting by telephone, and via Teams in recent times, if a parent/carer is unable to get into school. Parents also 'drop in' frequently to speak with the SENCo, and know that they are welcome to do this. The SENCo regularly 'interprets' official documentation for parents, and always feeds back to parents when an assessment report is received, and keeps parents fully informed of developments in outside agency assessment processes.*

## **7. How do we support our children with SEND as they move on to secondary school, or transfer to another primary school?**

In order to support all children in their secondary transition, a member of secondary school staff will visit them, and meet with their class teacher. All Year 6 children are invited to attend Open Days and special occasion days at their receiving schools, throughout the year.

Additional visits to new schools are arranged for children with SEND, supported by our school staff. The number of extra visits will depend on the complexity of need. West Felton CE Primary works hard to offer an enhanced transition experience in the summer term to children who are particularly anxious, have additional needs, or struggle with change. This generally takes the form of additional sessions to those already offered in the receiving school, supported by a staff member from our school. We may also 'buy in' the specialist support of outside agencies as part of this enhanced transition, if we feel it will lead to a successful transition.

The SENCo meets with the secondary school SENCo and the Year 6 class teacher in the summer term, to hand over all relevant information pertaining to children with SEND. All assessment information, data, Pupil Passports etc. are sent to the receiving school, in accordance with GDPR regulations, with the aim of ensuring a seamless and successful transition. For children with an EHCP, a more formal

transfer meeting will be arranged, to which parents and all interested parties are invited, including the LA.

Where children with SEND transfer to another primary school, the SENCo will contact the SENCo of the receiving school to ensure all relevant information is shared. Parents planning such a move for their children with SEND, particularly when needs are more complex, are encouraged to inform school as soon as possible so that all necessary arrangements can be put in place, prior to the transfer.

#### ***Impact/evaluation, November 2020:***

*The Year 6 class teacher and the SENCo have worked closely together to ensure that more vulnerable children successfully transfer to secondary school, by carefully tailoring individual transition packages. We have an excellent working relationship with our receiving secondary school SENCo, and work hard to make clear the needs, learning styles, vulnerabilities and strengths of our transferring children with SEND. Where a child transfers to another primary school, the SENCo has had telephone conversations with the receiving school SENCo to support this transition, and all relevant paperwork is transferred. When a child transfers to our school, including those from specialist provision, the SENCo has arranged a programme of transition days with the sending school, and liaised closely with the Executive Headteacher/SENCo.*

### **8. What is our approach to teaching pupils with SEND?**

In accordance with the SEND Code of Practice, 2015, School makes its **'best endeavours'** to meet the needs of children with SEND. Children have access to additional provision on an evidenced-needs basis, and we will do all we can to ensure children's needs are met fully. This is embedded within the Graduated Response section of the School's Policy for SEND, which aims to provide full access to the National Curriculum, and to encourage success, engagement and participation for all pupils, whatever their ability.

The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. All children are included in all lessons through Quality First Teaching (QFT), which is adapted to respond to their strengths and needs, as set out in Teachers' Standards, 2012.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. However, despite this, some children need additional help to make progress in their learning.
- Additional intervention and support cannot compensate for a lack of good quality teaching.

- Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention.
- Pupils who join School with an already identified SEND, whether from another primary or an Early Years setting, will be catered for in the same way as those identified by this school.
- When planning work for children with SEND, teachers give due regard to information and targets contained within Pupil Passports. Additionally, teachers modify teaching and learning as appropriate for children with all abilities.

For all children with SEND, the class teacher, support staff and SENCo will liaise closely, and make special arrangements or reasonable adjustment in class. This may involve grouping, a tailored programme of work, modified tasks, careful seating arrangements, or extra adult support. Children with social and emotional needs (SEMH) work closely with Mrs Morris, a qualified counsellor, and ELSA (emotional literacy support assistant). Children with speech and language difficulties work closely with Mrs Owen, who is ELKLAN trained.

For all children with SEND, the class teacher, in collaboration with support staff and the SENCo, will write a Pupil Passport which is a person-centred, individualised, termly plan, encompassing a pupil profile. For children with an EHCP, the Pupil Passport will reflect closely, the outcomes and strategies contained within this legal document. Class teachers will 'map' their provision for children with SEND on termly Provision Maps from which the SENCo compiles a whole school inclusive provision.

For children with SEND who have support from external agencies, such as the Speech and Language Service or Occupational Therapist, provision involves the expertise of the outside specialist. Any advice or programme of work set, will be included in the Pupil Passport, as will recommendations from outside assessors such as an Educational Psychologist or Learning Support Advisory Teacher.

We currently have eleven teaching assistants and two HLTAs (higher level teaching assistants) working across the five classes in school, giving almost full-time support to all classes. This support may take various forms: in-class support, individual support in class, individual support out of class, group work in or out of class, and small group interventions. Some support staff, in particular our ELSA, also provide nurturing or counselling support to children and their families who have experienced trauma, loss or grief.

The SEND governor, Mrs. Hughes, meets at least termly with the SENCo. The SENCo produces an annual report for governors.

***Impact/Evaluation, November 2020:***

*The SENCo has provided training to all staff on QFT, and produced detailed breakdowns of suggested strategies to be used in class for each area of SEND.*

*The SENCo has provided training for Teaching Assistants on the evidence-based deployment of TAs, and effective strategies for supporting pupils with SEN.*

*All staff are aware of their responsibilities towards children with SEND, and the SENCo regularly accesses classrooms to assess the implementation of Pupil Passports in the planning and delivery of lessons.*

*The SENCo regularly provides SEND resources/information to staff on areas of need, strategies for supporting children with SEND in the classroom etc. and there is a comprehensive folder of information relating to SEND on the school server, accessible by staff.*

*Ofsted, 2017, made the following judgements about the teaching and learning of children with SEND:*

*'The teaching I observed with you and pupils' work in books show that pupils of all abilities, including those who have special educational needs and/or disabilities, make good progress over time in both key stage 1 and key stage 2.'*

*SIAMS, 2017, made the following judgements about the teaching and learning of children with SEND:*

*'West Felton shines as a beacon of inclusivity and equality where those who may struggle find support and spiritual nourishment.'*

*'When pupils have difficulties, specialist support is provided and the school is fortunate in the range of expertise that staff can offer.'*

*'Christian principles influence decisions made to admit those who need the special care which West Felton offers. As a result, the local authority recommends the school to prospective parents as a centre of excellence for different needs.'*

## **9. How do we adapt the curriculum and learning environment for children with SEND?**

School provides a range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions/support will be provided, with specialist furniture and/or equipment purchased as necessary. For more expensive items to meet complex needs, the school may apply to the LA for extra funding.

We endeavour to use multi sensory teaching approaches to appeal to all types of learners. Some needs can be met through differentiated work, classroom adaptations, and/ targeted support in class. Examples may include: targeted focus

group with TA or teacher, classroom positioning, organisational aids (visual timetables, now and next boards for example), large print documents, coloured backgrounds, specially adapted workbooks, coloured overlays, pencil grips, wobble cushions, fiddle objects etc. We have a quality bank of resources to assist children with additional needs, and constantly evaluating and updating resources to meet the needs of the children we have in school.

Other children may access small group, time-limited intervention programmes, either within or outside class. This might target, for example, social skills, social and emotional issues, dyslexia support, literacy boosters and may be a bespoke small group intervention to target a specific, current issue. A very small minority of children will require a highly personalised programme of intervention, and could include having learning 'chunked' into very small bite-sized sections, in which the range or depth of learning is made bespoke, to meet individual needs..

We have a range of ICT interventions for children with SEND, such as Nessy, and Starspell, and access for all children to a computer is gained through our ICT Suite. We also have a number of ipads and laptops for use in class.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year ie. when children meet the prescribed criteria for extra time, rest breaks, a reader (for mathematics), a scribe, enlarged print etc.

#### ***Impact/Evaluation November 2020:***

*We have upgraded and purchased considerably more licences for Nessy this past year, which has enabled us to use this useful programme to target a greater number of children displaying dyslexic traits or with spelling issues. The intervention is supervised and individualised, building on progress each session. We also benefit from the knowledge and advice of a Specialist Teacher on the Federation staff team. She is able to screen, diagnose and design targeted support programmes for children with dyslexia.*

*We continue to expand our technology resources for use in class. Our ipads, for example, have many useful educational apps, and allow instant access to learning through ICT in lessons, far more convenient and inclusive than removing a class to the ICT suite. Children with SEN are able to make use of assistive technology eg. laptops for word processing and speech to text facilities on tablets.*

#### **10. What else do we do to make the school safe and accessible?**

We have very limited parking around school, but many parents make use of the Punch Bowl car park, just a short walk up the road. Access to the main school building is via a wheelchair accessible ramp. As a Victorian building, the main school is compact, but all rooms are wheelchair accessible, and there is a disabled toilet, with manual emergency alarm. Although there are steps into demountable buildings,

including Early Years, school will make reasonable adjustment and adaptations should it be necessary, to enable access and inclusivity to the full school site.

School staff are on duty in the school playground from 8.45 am. All children are supervised as they leave the school building in the afternoon, to ensure safe handover. For children with SEND, specific collection/handover arrangements may be made to ensure a smooth and safe transition, and to foster effective lines of communication between home and school.

School will ensure that extra support staff cover is provided at break times to support children with SEND, if necessary. Teaching assistants are also involved in liaising with parents/carers at the beginning and end of the school day.

### ***Impact/Evaluation, November 2020:***

*The School's Accessibility Plan was reviewed and updated September, 2019.*

#### **11. How are staff trained and kept up to date? If we need more expert help and advice, what do we do?**

The SENCo has achieved the NASENCo qualification. The SENCo attends termly network meetings with primary SENCos from the LA, and disseminates information, as required. The SENCo is a member of NASEN (National Association for Special Educational Needs), the UK's leading SEND association. All staff members attend professional development opportunities appropriate to their needs, where the budget allows. Our staff has a wide range of specialisms and qualifications. Some examples include:

- Counselling: grief, loss, anxiety, trauma
- Autism Spectrum Condition
- Dyslexia and dyslexia assessment
- ELKLAN speech and language
- Diabetes
- Precision Teaching
- Behaviour management
- Social, emotional, mental health issues
- Family liaison
- Makaton
- Moving and handling
- First Aid

The SENCo provides in-house training to staff in the field of SEND, and has a wide breadth of knowledge gained in various settings, including LA and independent specialist provision, over 33 years.

We understand that, in order to support children effectively, we must have the skills and knowledge to understand the issues and needs which children with SEND face. Therefore, continual professional development is available to all staff and is linked to the priorities set out in the School Development Plan (SDP). A record of CPD is retained in the school office, and the need for training is reviewed by the Senior Leadership Team (SLT) each year, through the Performance Management process. Specific training will be made available to staff if required to support the needs of a particular child, if this expertise is not already available in school.

Initially, School will endeavour to meet the needs of a child with SEND from existing resources. However, if following several cycles of additional support (Assess Plan Do Review – the Graduated Response), the child continues to experience difficulties, the school may, with parental permission, seek the advice of an external agency, such as the Educational Psychology Service, Woodlands Outreach etc. Also, with parental permission, a child may be referred for support from our National Health Service colleagues, such as Speech and Language Services, Occupational Health, BEE YOU (formerly CAMHS) etc. Any programmes of work shared with School by these services will be carried out in school and reviewed by the outside agency as required.

Occasionally, even with the support of external agencies, School may be unable to fully meet the needs of a child with SEND through our own provision arrangements, and in this case, a needs assessment EHCNA – Education Health Care Needs Assessment) may be requested, conducted by the LA, and involving parents and all interested parties working with the child.

#### ***Impact/Evaluation, November 2020:***

*The SENCo has provided whole staff training on Quality First Teaching, meeting needs of the four strands of SEND, and the implications for classroom practice of the SEND Code of Practice, 2015, alongside area-specific and TA training.*

*The full federation staff has received Tier 1 training from the Autism Education Trust, and key members of staff have completed Tier 2 training. The Federation staff group has benefitted from additional SEN training provided at St. Andrew's, Nesscliffe, prior to the opening of the SEN Hub at this site.*

#### **12. How do we know if our provision is effective for children with SEND?**

All SEND children have either an EHCP, a Pupil Passport and/or a Care Plan. The Pupil Passport will include a pupil profile as well as strengths, areas for development, outcomes and an outline of the provision to meet these outcomes. They will be reviewed regularly, as above.

The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluating of progress of pupils with SEND is set out in the Graduated Approach section of the SEND Policy. For pupils

with an EHCP, Annual Reviews will take place (6 monthly for children under 5), in accordance with the appropriate legislation and the SEND Code of Practice.

The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc.) to make a judgement on effectiveness of provision.

The SENCo liaises with the SEN Governor once per term to help produce a report on the quality and effectiveness of SEND provision. The annual action plan for SEND is outlined in the School Development Plan, and the Annual Report to Governors will update progress on specified outcomes. Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team.

The cost of all such provision is calculated based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team to ensure that the effectiveness and efficiency of provision is maximised.

#### ***Evaluation / Impact, November 2020:***

*Pupil and parental feedback is very important in our measure of effectiveness. This is combined with data analysis and regular reviews between the SENCo and wider staff.*

*The analysis of costs of provision against impact (Cost / Benefit Analysis) ensures that staff are placed according to the needs of the children and has led to the adaptation of group interventions for children with additional needs.*

### **13. How are children with SEND enabled to take part in all the activities available in school?**

Children with SEND are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs, as we are an inclusive school. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (eg. through use of different equipment) etc. All activities within and outside school are covered by a risk assessment. These are carried out by the

Premises Manager (Headteacher) and/or Shropshire County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or a Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a specialist teacher for children with PDs. Risk assessments for school trips are also monitored by the Governing Body and Shropshire County Council.

School also works hard to provide inclusive sporting opportunities, ensuring that outside sports coaches are aware of the needs of SEND children, and outlining the reasonable adjustments which must be in place to make the activity accessible.

Before and after school care is available at West Felton CE Primary School from 8:00am until school opens and from 3:15pm until 5.30pm, during term time. Children with SEND are welcome to attend, and we will occasionally make special arrangements for extra staffing if required. Similar to holiday clubs, children with SEND are welcomed, staffing is appropriate and adjustments made.

After-school activities/clubs are offered to all children, regardless of SEND, and may involve making reasonable adjustment to ensure accessibility. Additional school staff are on duty to support SEND pupils as required.

#### ***Evaluation / Impact, November 2020:***

*A number of our SEND children have been able to access after school activities through careful information sharing and reasonable adjustment. Every SEN child was able to enjoy all the school trips on offer, including the most recent Year 6 residential in 2019, by ensuring risk assessments and staffing levels were adjusted to ensure safe participation.*

#### **14. How do we support children with medical difficulties or social, emotional and/or mental health difficulties (SEMH)? How do we deal with bullying and make sure children with SEND can tell us if there is a problem?**

**Medical:** The school has a variety of policies which cover health and wellbeing issues eg Medicines in School Policy, Accident / Incident Report Procedures Policy etc. The school's Single Equality Policy is available on the website and via the school office on request.

Some medication, such as asthma inhalers are kept safely by the teacher in the appropriate classroom. All other medication is kept in a locked First Aid Cabinet in the staff-room or in the staff-room fridge if necessary. All medicine is recorded in a Medicine Book along with details of dosage and frequency; parents sign to grant authorisation to the school to administer to their child. Full records are kept in accordance with the appropriate policy.

For individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. As West Felton CE Primary is a small school, all staff know which children have Care Plans and who is trained to deal with them. Any new adults coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs.

A number of staff within school have had Paediatric First Aid training which is updated on a 3 yearly cycle. Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to support a diabetic child or the use of Epi-Pens.

Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious, and contact the emergency services. School will always try to contact parents/carers in these instances so it is essential that the office has up to date contact details including home and mobile telephone numbers.

#### ***Evaluation / Impact, November 2020:***

*Key staff in KS2 have received diabetes awareness training. All staff have received epi pen training. Key staff have received training to ensure they are able to meet the needs of a child undergoing cancer treatment.*

**Emotional and Social:** West Felton CE Primary School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. To support pupils and their families, the school liaises with all relevant specialist agencies such as medical centres, CAMHS (now 'Bee You'), paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these is based in school, some do come into school to carry out assessments and therapy, with parental permission. School also has links with the Outreach Service of Woodlands School, Wem, and may, with parental permission, refer for advice and support for a child with particular emotional or behavioural difficulties. In some cases, school or one of the other agencies may complete an EHAF (Early Help Assessment Framework) with parents. This is an assessment and planning tool which is used to gather information about children and families in one place, to help the family to decide what type of support is needed. It may be used to address an unmet educational need (as above) or an emotional or social need. More information for families about the EHAF process is available at:

<https://shropshire.gov.uk/early-help/practitioners/strengthening-families/strengthening-families-tools-and-forms-faqs/>

Sometimes, a 'Team Around the Family' (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

#### ***Evaluation / Impact, November 2020:***

*School has funded, through a pre-arranged package, several Educational Psychologist assessments in the past year. These has provided advice and strategies to support individual children with complex difficulties, as well as evidence which has informed School requests for funding or support plans. In addition, many children have benefitted from individual emotional support from our qualified ELSA, in order to learn emotional regulation, combat anxiety, build self-confidence and deal with loss, bereavement, and trauma.. We have a strong nurturing ethos at West Felton CE Primary and the wellbeing of our children is given the highest priority.*

*Ofsted, March 2017:*

*'...very strong care and welfare provided by the staff.'*

*SIAMS, 2017:*

*'There is exceptional pastoral care for all ages and abilities...'*

*'Welcome is both genuine and warm; hospitality abounds.'*

*'...outstanding teaching and pastoral support.'*

**Bullying and Child Protection:** All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, whole-school assemblies and focus weeks. Children are encouraged to speak to members of staff if they are worried about bullying issues. Children with specific difficulties may be teamed up with a buddy to ensure their inclusion, safety and well-being on the playground. Additionally, all staff are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child.

E-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Any bullying incident is dealt with in accordance with the school's Anti-Bullying Policy, which is available on the website and from the office on request. Incidents of bullying are extremely rare and behaviour at West Felton CE Primary 'is of the highest standard.' (SIAMS, 2017)

In accordance with legislation, the school has a Designated Senior Person (DSP) and a deputy DSP to deal with issues related to Child Protection and Safeguarding. We also have many staff members who are Designated leads for child protection. All staff receive regular Child Protection awareness training. All staff are trained to Level 1 (Awareness).

### ***Evaluation / Impact, November 2020:***

*'The School takes exceptional care of their children...' (Ofsted, March 2017)*

*School now uses the CPOMS system for reporting and sharing safeguarding concerns within the team and to wider professional teams.*

*All staff have received "Prevent" (anti-radicalisation) training. E-safety issues have been raised regularly with all children and letters are sent to parents to ensure children keep themselves safe. There were no formal incidents of bullying in the last academic year.*

#### **15. What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?**

School has a nominated member of staff for Children Looked After. This is the Executive Headteacher who may liaise with the SENCo to contribute to the child's Personal Education Plan (PEP) if this is a SEND child. Where a Child Looked After has a Statement or EHCP, whenever practicable, the PEP will be reviewed along with the Statement or EHCP.

### ***Evaluation / Impact, November 2020:***

*Currently, no Children Looked After in school.*

#### **16. What should I do if I have a concern or complaint about the provision for my child?**

In order to deal with your concern or complaint in the quickest and most straightforward way, we ask that you take a graduated approach:

- a) In the first instance, contact the class teacher via the school office
- b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the Headteacher via the School office, and/or SENCo (contact details in qu. 2)

Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity, usually within 10 days (In accordance with the Complaints Policy which is available on the School website:

<https://westfelton.westcliffederation.co.uk/>

### ***Evaluation / Impact , at November 2020:***

*No complaints have been received in the last 12 months.*

#### **17. Where can I find information about the Authority's Local Offer?**

<https://shropshire.gov.uk/the-send-local-offer/>

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers. If you do not have access to the internet, please ask for assistance at the school office

**Reviewed and updated:** November 2020, by Sarah Creaser, SENCo.

**Next Review:** November, 2021

## Appendix 1

List of personnel involved in SEND issues

### **NAME & POSITION**

Mrs. N. Bond: Executive Executive Headteacher

Mrs. Helen Hughes: Headteacher

Mrs. Sarah Creaser: SENCo

Mrs. H. Hughes, Mr. M. Dulson: SEN Governors

Mrs. Eve Whitmore: Chair of Governors

Mrs. Helen Hughes: Managing Medical Needs Responsibility

Mrs. Helen Hughes: Designated Teacher with Specific Safeguarding Responsibility

Mrs. H. Hughes: Managing Pupil Premium Grant / Children Looked After funding responsibility

## Appendix 2 – Terminology and Acronyms

ADD: Attention Deficit Disorder

ADHD: Attention Deficit/Hyperactivity Disorder

Amanuensis: Supporter who helps pupils with SEN put their thoughts onto paper (ie. Scribe)

APDR: Assess Plan Do Review

ASC / ASD: Autistic Spectrum Condition / Disorder

BESD: Behavioural, Emotional and Social Difficulty: Pupils whose behaviour or social needs present a barrier to learning.(This term has now been replaced by SEMH and the focus is on the reason behind the behaviour)

EHAf: Early Help Assessment Framework(for children and young people)

CAMHS: Child & Adolescent Mental Health Service (now Be You)

CLA: Child Looked After. (This is NOT a special educational need). Sometimes known as LAC

Dyscalculia: Pupils having difficulty in acquiring mathematical skills

Dysgraphia: Children who may be verbally proficient but have difficulty writing down their thoughts

Dyslexia: Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas

Dyspraxia/DCD: Pupils with impairment of gross and fine motor skills;  
Developmental Coordination Disorder

EAL / ESL: English as an Additional (or Second) Language (This is NOT a special educational need)

EHCP: Education, Health and Care Plan. The new, legally enforceable document that describes the needs of the child and how these needs will be met (Superseded the Statement in a graduated way from Sept 2014)

ELSA: Emotional Literacy Support Assistant

EP(S): Educational Psychology/ist (Service)

GSP: Graduated Support Plan

HI: Hearing Impaired

HLTA: Higher Level Teaching Assistant

IASS: Independent Advisory Support Service

PP: Pupil Passport: An overview of a pupil's strengths and difficulties (For children at SEN Support which replaces SA (school action) and SA+).

LAC: Looked After Child (This is NOT a special educational need). Same as CLA

LEA: Local Education Authority

MLD: Moderate Learning Difficulties

MSI: Multi-Sensory Impairment: Pupils with complex visual and hearing difficulties

NASEN: National Association for Special Educational Needs

NSA: No Specialist Assessment

OT: Occupational Therapy

P Scales: Performance descriptors: A common basis for measuring the progress of pupils working up to level 1 in all subjects of the National Curriculum

PD: Physical Disability

PECS: Picture Exchange Communication System

PEP Personal Education Plan – For those in the care of the Local Authority

SaLT / SLT: Speech and Language Therapist

SEMH: Social, Emotional and/or Mental Health

SEN Code of Practice (CoP): Practical guidance to LEAs and the governing bodies of all maintained schools

SEN: Special Educational Needs

SENCo: Special Educational Needs Co-ordinator

SEND: Special Educational Needs and Disabilities

SEN Support: Replaces SA and SA+: Pupils on the SEN register have SEN Support unless they have a Statement or EHCP

SLCN: Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language

SLD: Severe Learning Difficulty

SpLD: Specific Learning Difficulties: A descriptor which covers aspects of Dyslexia, Dysgraphia, Dyscalculia and/or Dyspraxia

SLCN: Speech, Language and Communication needs

Statement (of Special Educational Needs): Legally enforceable document that describes the special educational needs of the child and how these needs will be met (superseded by EHCP in a graduated way from Sept 2014)

TA/SSA/LSA: Teaching Assistant/Special Support assistant/Learning Support Assistant: Interchangeable terms for support staff.

TAC: Team Around the Child

TAF: Team Around the Family

VI: Visually Impaired.