

# SEN

# Information Report

and

contribution to the

# Local Offer



**West Felton**

**C.E. 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 continually striving for inclusion. We believe that every child is unique & every teacher is a teacher of every child, including those with SEND. We recognise that every child is an individual, & we are committed to providing the support required to remove barriers to learning, on an individual basis. 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 difficulty &/or disability which calls for special educational provision to be made for them.

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 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, MMU 2018). Mrs Creaser works part-time at West Felton CE Primary. She can be contacted by telephone at West Felton on 01691 610388 and is also contactable by email at

[senco.westfelton@westcliffe.shropshire.sch.uk](mailto:senco.westfelton@westcliffe.shropshire.sch.uk) or via the school office  
[admin.westfelton@westcliffe.shropshire.sch.uk](mailto:admin.westfelton@westcliffe.shropshire.sch.uk)

### 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. *'The benefits of early identification are widely recognised - identifying need at the earliest point, and then making effective provision, improves long term outcomes for children (DfE and DH (2015) SEN and disability code of practice: 0-25 years, para 5.4).* This is achieved through the continual classroom observation and assessment of all pupils. Progress is tracked on a half-termly basis, and where deemed necessary, more frequently than this. The SENCo & wider Senior Leadership Team (SLT) liaise closely to analyse data and individually track pupils who are experiencing difficulties.

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

In the majority of cases, pupils are only identified at the SEN Support stage of the Graduated Response **if they do not make adequate progress** once they have engaged with high quality, personalised teaching, and access to adaptations and intervention. *'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.'* *SEND Code of Practice, p.99.*

Triggers for the identification of SEN 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 positively impacted by the usual nurturing ethos & supportive strategies of the School
- Sensory and/or Physical difficulties create barriers to progress despite the provision of personal aids or specialist equipment

Once identified at SEN Support, a child will be added to the SEND List and 'additional to' and 'different from' provision will be made to remove barriers to learning.

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. **All behaviour is communication.** This may be attributable to a learning difficulty or some other factor, as noted above. School will use 'best endeavours' (SEN Code of Practice, p.25) to recognise and quickly identify underlying factors 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, Outreach MMAT, SPECTRA, REACH etc. Additionally, some children may receive support from our Health Service partners with, for example, speech therapy, occupational therapy or mental health, through services such as BEE-U (formerly CAMHS), MHST (Mental Health Support Team) etc.

### ***Impact/Evaluation as of November 2023***

*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, high quality teaching (HQT), and improvements in individualised provision through personalised Pupil Passports.*

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

	Number	Outcome
Request for High Needs funding	4	<ul style="list-style-type: none"><li>• GSP level 5 agreed until January 23 (C&amp;I)</li></ul>

		<ul style="list-style-type: none"> <li>GSP level 2, 2 terms, Mar 23- July 23 (SEMH)</li> <li>GSP level 2, Feb 23 – July 23 (SEMH)</li> <li>EHCNA EHCP agreed – Feb 23, level 5 (C&amp;I)</li> <li>EHCNA – Nursery, Nov 23, awaiting outcome</li> </ul>
Educational Psychology	4	Clear understanding of barriers to learning, strategies to overcome these, planning for future, support for funding requests/support plans
Outreach MMAT	3	Clear understanding of barriers to learning & strategies to overcome these, planning for future, support for funding requests/support plans
Speech Therapy Service	2	No face to face therapy provided – schools have been offered online training in certain packages then expected to put this training in place via their own resources. No in person review from SALT – various assessment tools sent to school & school expected to complete and send in the data
BeeU	6	1 – accepted, diagnosis made 1 – assessed, diagnosis made 1 – accepted, no further action to date 1 – accepted, no further action to date 1 - accepted, no further action to date 1 – put on hold until next birthday
Hearing Impaired Service	0	Regular review in school
Occupational Therapy Service	2	1 – assessment, diagnosis made 1 – awaiting assessment
Spectra	0	Recommendations for provision to meet needs of Communication & Interaction/Transition support
Mental Health Support Team	3	Support for anxiety, behaviour moderation
REACH	1	Support for staff teams working with children with diagnoses of SEND

#### 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 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, or the SENCo, Mrs. Creaser. Mrs. Creaser is always pleased to speak with parents/carers of children with SEND, either by telephone, video call 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 from which all communications from School can be accessed. We also 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 send out a weekly newsletter to all parents/carers via Parentapp.

In addition, for children identified with SEND, a termly Pupil Passport (individualised plan) is sent home, and a termly SEN Review meeting appointment offered to parents/carers with the SENCo. This may be in person, via Teams or telephone, as convenient. 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. Requests for Statutory Assessment can be made by School, parents or other professionals involved in the child's care. This is a protracted and complex 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/>

<https://www.cabshropshire.org.uk/shropshire-iass/>

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 from the school office.

School staff are pleased to support parents/carers in the completion of documentation where required, and will signpost to support & partnership 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 documentation, and completing paperwork.

Sarah Creaser, SENCo, November 2023

Page | 6

Since November 2022, the SENCo has produced four editions of the SEND Newsletter, sent via the app to SEND parents, and available for all to view on the school website. This aims to keep parents updated with SEND issues, as well as offering sources of support & signposting to partner services.

<https://westfelton.westcliffefederation.co.uk/special-educational-needs-sen/>

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.

We have amended Pupil Passports to include a specific section for Parent Voice and include recommendations for home in our provision.

We are proud of the links between our School and village, and endeavour to ensure our School lies at the heart of our community.

### ***Impact/Evaluation at November 2023:***

*Parents/carers frequently meet with the SENCo, Headteacher and class teachers, and regularly ask for, and receive support in many instances. There is high attendance at termly SEN Reviews.*

*Ofsted, 2022:*

*‘Responses from parents were overwhelmingly positive.....’*

*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?**

The SENCo works hard at building good relationships 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 2023:***

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

We have included in our Pupil Passports, a specific section for the collection of pupil voice.

## **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. **Every teacher is a teacher of SEN.** *'Teachers are both responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEN, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress'* (SEN CoP, 6.36, 6.37). 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 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. For example, we may use a dyslexia screening tool such as the Nessy screener, or assess emotional literacy through the Boxall assessment.

Pupil Passports have SMART (Specific, Measurable, Attainable, Realistic, Time-limited) outcomes which are set by the classroom teacher, together with the input of the SENCo, support staff, the child, where appropriate, and parents/carers, at least termly. These are monitored and reviewed 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 to parents/carers, and they are invited to a termly SEN Review meeting with the SENCo, in order to talk through the most recent, evaluated Passport, and to contribute to the new document. This is so that parents/carers may support their child in achieving the outcomes set, in the home environment, as well as in school, and because Parent Voice is important to us.

Our Pupil Passport format has recently been reviewed and updated to include a section specifically suggesting ways in which parents/carers can support their child at home.

For children with an EHCP, an Annual Review (AR) must be carried out each year, 12 months from the final document completion, 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 at this point, about their choice of secondary school. The SENCo of the receiving secondary school will be invited to the AR in Year 6 – the LA require an AR of a Y6 child to be held during the autumn term where possible - and it may be necessary, depending on the complexity of need, to hold a Transfer/Interim Review during the summer term, to ensure arrangements are in place for a successful transition.

### ***Impact/Evaluation, November 2023:***

*The vast majority of Parents/Carers attend termly meetings with the SENCo on invitation. Occasionally, the SENCo will hold this meeting by telephone, and/or via Teams, if a parent/carer is unable to get into school. This was particularly successful and useful during the Covid pandemic when the SENCo was able to keep in touch with parents effectively. It is also useful for working parents. Parents '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, keeping parents fully informed of developments through outside agency assessment processes. As a result of a Parent Questionnaire, the SENCo has amended the Pupil Passport format to include discussion points from SEN Review meetings & to ensure parents understand the graduated response to their child's SEN.*

### **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 meets with their class teacher. All Year 6 children are invited to attend Open Days and curriculum & sporting days at their receiving schools, throughout the year.

Additional visits to new schools are arranged for children with SEND, supported by our school staff where necessary. 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, Spectra for example, as part of this enhanced transition, if we feel it will lead to a successful move.

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.

The SENCo, alongside the Class Teacher, will have additional meetings with Y6 parents of children for whom the transition process might be more challenging. This gives the opportunity for parents to talk through worries, and for School to put in place additional support for those children we consider more vulnerable, who may or may not be identified at SEN Support.

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 2023:***

*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 will telephone or arrange a Teams call with the receiving school SENCo to support this transition, and all relevant documentation is transferred. SEND at West Felton is now paperless & this year, all SEND and safeguarding documentation from our CPOMS files and Teams channels have been transferred via encrypted email, without the need for any paperwork transfer. When a child transfers to our school, including those from specialist provision, the SENCo has arranged a programme of transition days with the previous school, and liaised closely with the SENCo.*

*The SENCo has spoken at length to parents/carers of children with SEND when they are considering moving their children to West Felton CE Primary. She has been able to offer a listening and supportive ear, whilst maintaining professional balance in those cases where a move would not be in the best interests of the child.*

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

In accordance with the SEND Code of Practice, 2015, School uses '**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 and in the most appropriate way. 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, regardless of SEN status or none.

The key principles of this approach, as detailed in the SEN Code of Practice 2015 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 High Quality Teaching (HQT), which is adapted to respond to their strengths and needs, as set out in Teachers' Standards, 2012
- HQT, 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 at the SEN Support stage of the Graduated Response 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 outcomes detailed within Pupil Passports. Additionally, teachers modify teaching and learning as appropriate for children with a range of 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 adapted teaching, 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, ELSA (Emotional Literacy Support Assistant). Children with speech and language difficulties work closely with Mrs Owen, who is ELKLAN trained (ELKLAN is an approach used to train professionals in speech & language therapy).

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. All documentation is held on a dedicated SEN Teams channel to which all members of teaching and support staff have access.

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 specialist professionals such as an Educational Psychologist or Advisory Teacher.

We currently have fourteen teaching assistants and four HLTAs (higher level teaching assistants) working across the five classes in school on a part-time/full-time basis, 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, or who require support for their mental health and wellbeing.

The SENCo, in her role on the Senior Leadership Team, liaises closely with the Headteacher, Mrs. Hughes & the Assistant Headteacher, Ms. Miller, to discuss all matters relating to SEND. The SENCo produces an annual report for governors – presented by the Headteacher - outlining the profile of SEND throughout School, the SEND statistics as they compare to national data, and the provision the School has in place to meet needs.

### ***Impact/Evaluation, November 2023:***

*The SENCo has provided training to all staff on HQT, 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. Since summer 2021, the SENCo has compiled a comprehensive library of information relating to SEND on the School SEN Teams channel, accessible by staff. All information relating to children with SEND is now held securely on the SEN Teams channel, accessible by all teaching & support staff from any computer.*

*There is now a regular SEND dialogue on this channel between all staff, ensuring information is more easily and quickly disseminated.*

*Ofsted, 2022, made the following judgements about the teaching and learning of children with SEND:*

*'Leaders have suitably adapted the curriculum in each subject to ensure that pupils with special educational needs and/or disabilities can fully access their learning.'*

*'Highly skilled staff ensure that they identify and meet individual needs.'*

*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 for those who may struggle to 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 additional funding or meet these expenses through high needs funding provided through an EHCP.

We endeavour to use multi-sensory teaching approaches to appeal to all types of learners. Some needs can be met through differentiated, adapted teaching, classroom adaptations, and/ targeted support in class. Examples may include: targeted focus group with TA or teacher, positioning in the classroom, 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 regularly evaluate and update resources to meet the needs of the children we have in school.

Other children may access small group, time-limited intervention programmes, usually within, but sometimes where appropriate, outside class. This might target, for example, social skills, social and emotional issues, dyslexia support, literacy boosters, SATS preparation, 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, bespoke provision to meet individual needs.

We have a range of ICT interventions/assistive technology for children with SEND, and access for all children to a computer is gained through our ICT Suite, as well as through class ipads and laptops.

Access arrangements for National Curriculum tests are in line with DfE guidelines 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 2023:***

*We have upgraded and purchased considerably more licences for Nessy, which has enabled us to target a greater number of children displaying dyslexic traits or with spelling issues. We have also purchased 10 Nessy Fingers licences (touch typing) and 10 Nessy Screener licences. The intervention is supervised and individualised, building on progress each session.*

*All TAs and teachers completed Nessy dyslexia training online.*

*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, there are also ramps, and school will make reasonable adjustment and adaptations should it be necessary, to enable access and ensure inclusivity to the full school site.

Building work is currently being completed to reconfigure our entrance space, with new ramps and much larger foyer.

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 2023:***

*The School's Accessibility Plan, March 2023, remains current.*

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

The SENCo holds the NASENCo qualification. The SENCo may attend termly network meetings with other primary SENCos and disseminate information, as appropriate. 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:

- ELSA: grief, loss, anxiety, trauma, emotional wellbeing
- Autism Spectrum Condition
- Dyslexia and dyslexia assessment
- ELKLAN speech and language
- Precision Teaching
- Behaviour management
- Social, emotional, mental health issues
- Family liaison
- Makaton
- Moving and handling
- First Aid
- Epi pen use
- IT expertise

The SENCo provides in-house training to staff in the field of SEND, and has a wide breadth of knowledge gained in a range of settings, including LA and independent specialist provision, over 36 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

Sarah Creaser, SENCo, November 2023

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 an Educational Psychologist, outreach services, autism specialist services, Mental Health Support Team etc. Also, with parental permission, a child may be referred for support from our Health Service colleagues, such as Speech and Language Services, Occupational Health, BEE-U (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 (the 'notional budget'), and in this case, a statutory assessment (EHCNA – Education Health Care Needs Assessment) may be requested, conducted by the LA, and involving parents and all professionals working with the child.

### ***Impact/Evaluation, November 2023:***

*The SENCo has provided whole staff training on QualityFirst Teaching, meeting needs of the four strands of SEND, and the implications for classroom practice of the SEND Code of Practice, 2015, with regular SEND updates, alongside area-specific, child-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.*

*Key members of staff attended Reach training on Team Teach/safe holding.*

*The SENCo has developed a comprehensive library of SEN resources & information on the SEN Teams channel, on which we also file all documentation relating to SEND, and to which all teaching and support staff have access. This has proved invaluable for information sharing between staff and provides regular SEN dialogue, ensuring SEN has a high priority throughout School.*

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

All children identified with SEND through the Graduated Approach, have either an EHCP/My Support Plan, a Pupil Passport and/or a Care Plan. The Pupil Passport includes 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. Recently, the SENCo has redesigned the PP to include information about all agencies involved with the child, discussion notes from termly review meetings, suggestions for support at home & clear next steps.

The SENCo reports annually to the Governing Body (as outlined above) on the efficient and effective use of resources for pupils identified with 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.

Actions for SEND are incorporated into the School Development Plan, and the Annual Report to Governors will update progress on specified outcomes. Any additional provision for children (whether or not they have SEND), such as mental health support, pastoral support, social services involvement etc. is mapped by the Senior Leadership Team. As a staff, we use CPOMS to record significant incidents. This record is passed on to the child's next school and is made available to other professionals as requested.

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 2023:***

*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 deployed according to the needs of the children, and has led to the adaptation of group interventions for children with additional needs.*

*SEN Parent Questionnaires confirm that the vast majority of parents/carers feel confident in School's ability to meet the needs of their children.*

*Ofsted 2022: 'Leaders have suitably adapted the curriculum in each subject to ensure that pupils with special educational needs and/or disabilities can fully access their learning. Highly skilled staff ensure that they identify and meet individual 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 stays) and to attend all clubs, because we are an inclusive school, where all children are valued & respected. 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 - individual 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 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. Sporting opportunities for children with SEND are regularly available through our local cluster schools, and our children are enthusiastic participants.

Before and after school care is available at West Felton CE Primary School from 8:00am until school opens and from 3:30pm 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. Similarly, if we are able to provide holiday clubs, children with SEND are welcomed; staffing is appropriate and adjustments made.

After-school activities/clubs are offered to all children, including those with 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 2023:***

*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 March, 2023, by ensuring risk assessments and staffing levels were adjusted to ensure safe participation.*

*This year, the SENCo has met with BSC and ASC staff to outline the needs of specific children in receipt of an EHCP, to ensure they are able to adapt sessions successfully to make them accessible and relevant.*

**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 may be kept safely by the teacher in the appropriate classroom as well as with the child if appropriate. All other medication is kept in a locked First Aid Cabinet in the staffroom or in the staffroom fridge if necessary. All medicine is recorded by the administration staff, 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 should be provided by our Health colleagues and kept in School. 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 2023:***

*All staff have received epi pen training. Many staff have been first aid trained.*

Sarah Creaser, SENCo, November 2023

**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, BEE-U, MHST, paediatricians, speech therapists, occupational therapists, school nurse etc. Although none of these services are based in school, some do come into school to carry out assessments and therapy, with parental permission. School may also refer to external assessment services such as Outreach MMAT, Reach etc. with parental permission, for advice and support for a child with particular emotional or behavioural difficulties. In some cases, School may request Early Help involvement, with consent from parents. An assessment and planning tool is used to gather information about children and families, 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 2023:***

*We have an established, federation-wide relationship with Dr. Eleanor Tomlinson of Next Steps Psychology, and have been able to refer a number of children for assessment. These have 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 on-site ELSA, in order to learn emotional regulation, combat anxiety, build self-confidence and deal with loss, bereavement, and trauma. Our Headteacher & two members of the support team have had Nurture Training & aim to establish a Nurture Group programme in 2024.*

*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.'*

*Ofsted 2022:*

*'They set high standards for themselves. These live up to the school's core values of kindness, aspiration, community and dignity.'*

*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 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 (the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power) are extremely rare, but we remain vigilant because we know it may happen. 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 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 2023:***

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

*Ofsted 2022: 'Pupils are taught to keep themselves safe.'*

*' Leaders and staff know how to look for signs of risk. Consequently, pupils are identified quickly and receive early help as necessary. The school works well with external partners supporting children and families where appropriate. Staff know to report and record any incident, however small, as it may be 'the vital piece of the jigsaw.'*

*'In surveys, pupils, parents and carers confirm that incidents of bullying are rare. When pupils are worried about anything, they are confident to speak to any adult in the school.'*

*Almost all pupils demonstrate consistently positive attitudes to their behaviour and their learning. They set high standards for themselves. These live up to the school's core values of 'kindness, aspiration, community and dignity.'*

*The CPOMS system for reporting and sharing safeguarding/wellbeing concerns within the team and to wider professional teams, is well established within School..*

*All staff have received "Prevent" (anti-radicalisation) training which is regularly updated. E-safety issues have been raised regularly with all children and parents are supported to ensure their children are able to keep themselves safe. We also subscribe to a monthly E Safety Newsletter which is available to all parents via Parentapp.*

*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 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 EHCP.

#### **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.westcliffefederation.co.uk/>

#### **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.

Relevant legislation with which we are compliant: Section 69 of the Children and Families Act 2014, regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014, Section 6 of the Special Educational Needs and Disability Code of Practice: 0-25 Years, Paragraph 3 of Schedule 10 of the Equality Act 2010.

[Updated:](#) November 2023, by Sarah Creaser, SENCo.

[Next Review:](#) November, 2024

## [Appendix 1](#)

List of personnel involved in SEND issues

### **NAME& POSITION**

Mrs. Helen Hughes: Headteacher

Mrs. Sarah Creaser: SENCo

Mr. M. Dulson: SEN Governor

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

Sarah Creaser, SENCo, November 2023

Page | 24

MLD: Moderate Learning Difficulties

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

MSP: My Support Plan

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