

# Westfield Primary and Nursery School statement on high quality provision and outcomes for children and young people with SEND

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The special educational needs and disability (SEND) code of practice (2015) requires all local authorities to describe the special educational provision it expects to be available for children and young people who have SEND. This information describes the arrangements schools should have in place for Hertfordshire children and young people with SEND. For further information on any particular aspect, please *click the links provided*. (Throughout this document, numbers in brackets refer to the SEND Code of Practice 2015)

## The SEND Code of Practice (2015) says we must:

- Have regard to the principles underpinning the code of practice to ensure the views, wishes and feelings of the child or young person, and the child's parents, are central to achieving the best possible educational and other outcomes. (1.1)
- Use their best endeavours to make sure that a child with SEN gets the support they require.
- Appoint a SENCO who must be a qualified teacher working at the school. If required, they must achieve the National Award for Special Educational Needs Co-ordination within three years of appointment. (This does not apply to 16 to 19 academies.)
- Take steps to ensure that children with medical conditions get the support required to meet those needs. (5.11 and 6.11)
- Publish and update at least annually the SEN information report. (6.79)
- Publish their arrangements for admission for disabled children, the reasonable adjustments being made to prevent disabled children from being treated less favourably than others; the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access over time.
- Co-operate with the local authority in the education, health and care plan review process (6.56) and in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer.

**Our Vision:**

**'All children and young people at Westfield primary and Nursery School with SEND have access to high quality local provision that meets their needs.'**

**Our Jointly Agreed Commitments:**

- Every child and young person will have their needs identified and assessed.
- Every child and young person is entitled to high quality provision appropriate for her or his individual needs.
- Schools, early years settings, colleges, services, agencies and the LA have a shared accountability for ensuring children and young people achieve good outcomes.
- There will be a continuum of provision matched to need, with as many children and young people as possible having their needs met in universal settings.
- Roles and accountabilities will be clear and focused on the needs of the child and young person.
- Information, funding and decision making will be transparent and without unnecessary bureaucracy.
- Resources will be used effectively and equitably.
- There will be a focus on developing preventative and early intervention approaches.
- Children, young people and their parents participate fully in decisions about provision and services.
- Schools, early years settings and colleges will work collectively to share effective practice and make best use of resources.
- The LA will facilitate capacity building so that local schools, early years settings and colleges are able to meet the needs of children and young people.
- Co-ordinated and integrated approaches will be developed and maintained with other agencies and voluntary organisations.

*From: Hertfordshire County Council, Special Educational Needs and Disability Strategy , 2015-2018, Shaping the Future of SEND in Hertfordshire*

**1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

- The staff at Westfield primary and Nursery School build close supportive relationships with the children.
- The attainment and progress of all pupils is monitored closely through high quality teaching in the classroom and the curriculum is planned to meet the children's individual needs.
- Half termly pupil progress meetings ensure that the children's progress and well-being is tracked closely.
- **All** children can expect a fully inclusive, well differentiated education at our school, **some** children may need additional support during their time with us and **a few** children will need more precise, specialist input

**Children are identified as having special educational needs/disability (SEND) through a variety of ways including the following:**

- Child performing significantly below age expected levels.
- Concerns raised by parent.
- Concerns raised by child
- Concerns raised by the class teacher, for example, in regards to behaviour or self-esteem that may be affecting performance.
- Consultations between class teachers and members of the leadership team where progress data is discussed e.g. pupil progress meetings. Where children that are falling behind age related expectations are discussed.
- Liaison with external agencies e.g. Educational Psychology Service.
- Health diagnosis through a pediatrician.
- Liaison with previous school or setting, if applicable.

Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that a child has SEN.

**If you have concerns regarding your child's progress or well-being then please speak to your child's class teacher and/or**

- Special Educational Needs Coordinator
- Head teacher
- SEN/Inclusion Governor

## **2. How will school staff support my child?**

- If a learner is identified as having SEND, we will provide support that is '**additional to**' or '**different from**' the differentiated high quality approaches and learning arrangements normally provided.
- We may provide personalised learning to help overcome their barrier to learning.
- Some learners may require Interventions which target the area of difficulty (This does not necessarily mean your child has SEND).
- Interventions are planned and matched to the needs of the individual learner. They are reviewed regularly and the impact monitored through half termly pupil progress meetings or earlier if required.
- Interventions may be taught as a small group, or individual basis by a teacher or teaching assistant, although our aim is to withdraw children as little as possible so that they may access quality first teaching and targeted in class support
- Some children may require individual adult support in class for some or all of the school day.
- Some children may require specialised equipment or ICT to support their learning.

The **Class Teacher** has overall responsibility for the class and ensures all children are exposed to **Quality First Teaching (QFT)**. The **Teaching Assistant (TA)** supports all children within the class and may deliver small group, or individual interventions to identified pupils across the school under the direction of the Class Teacher. At Westfield we have a **Learning Mentor** that works with identified children on a one-to-one basis. The **Special Educational Needs (SENCo)** works with the **Senior Leadership Team (SLT)** and the **Headteacher** to decide where resources are best allocated so that children can make the best possible progress. The **SEN/INCLUSION Governor** monitors what is happening in school to support vulnerable pupils, including those identified as having SEN and reports regularly to the **Full Governing Body**.

## **3. How will I know how my child is doing?**

High expectations of each child, coupled with Quality First Teaching usually ensures that children are making at least expected progress and frequently higher than expected progress. However, some children still require additional support alongside this. When this is the case we will discuss your child's progress with you and maintain dialogue about their progress through review meetings and parents' evenings.

- Interventions and support will be closely monitored by class teachers, the SENDCO and the Headteacher. The impact will be shared with parents and pupils regularly.
- Meetings with teachers, teaching assistants and parents will inform progress.
- Progress will be discussed at half termly pupil progress meetings with the Headteacher, SENDCO, Deputy Headteacher and Class Teacher.
- The effectiveness of the school's provision for children with SEN is evaluated, reported to governors and monitored by OFSTED.
- Children identified as having SEN will be regularly updated about their child's progress and how they can support at home, through reviewing their support plans each term.
- Reasonable adjustments are made in order to assess children with SEN. This may include enlarged texts, additional adult support for reading (Maths), alternative coloured paper and assessing in an alternative way.

Parents are welcome to discuss their child's progress at any point in the year and are asked to make an appointment with the class teacher and/or the SENCO.

#### **4. How will the learning and development provision be matched to my child's needs?**

- We use a four stage graduated process: **Assess, Plan, Do** and **Review** which is embedded in high quality first teaching (COP section 6)
  - **Assess:** the pupils needs taking in all information from parent, class teachers and assessments
  - **Plan:** identifies the barriers to learning and plans the learning
  - **Do:** provide the support

- **Review:** Measure the impact of the support and consider whether changes need to be made. All people are involved in contributing to this stage-the learner (using pupil voice), parents/carers, teacher, SENCo -contribute and decide on the next steps.
- The teacher's detailed assessment and experience of the child, along with advice and guidance from the SENCO, will shape any planned provision. The graduated process may take place over a few cycles with a focus each time on removing the barriers to learning. Other professionals will be included and referrals made where appropriate.

## 5. What support will there be for my child's overall wellbeing?

**"The child is at the centre of everything we do"**

- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. When children feel happy, safe and secure they will be more successful in their learning.
- All our vulnerable pupils are well known to the school staff.
- Class teachers and support staff are skilled in implementing effective behaviour strategies and working closely together with parents and children to ensure strategies are consistent with those at home. The school community have been trained using 'Step on' and use restorative justice techniques to support wellbeing.
- Children are encouraged to seek adult support should they be feeling worried or upset. Some have a specific key adult who has been selected through discussions with pupil and staff.
- PSHE-Personal, Social, Health Education lessons are taught each week in class supported by the JIGSAW curriculum and assemblies. These assemblies are virtual during the COVID-19 Pandemic.
- We have a 'Values club' available at lunchtimes where children can come and share time with their friends to play games, supported by teaching staff. This is on pause during the COVID-19 Pandemic but will start again once school can run as before.
- Children are taught mindfulness and meditation on a daily basis and growth mindset is at the center of the school ethos.
- Children have access to the worry box where they can share issues they have with the class teacher. This is checked regularly and situations are dealt with in discussion with the child. It may be that an identified child would work with a trained Teaching Assistant in an intervention such as Protective behaviors.

- Play therapy counselling is a provision available for some children and is available in school with an independent specialist which is regularly monitored and reviewed with parents, child and staff.
- Some children may be invited to take part in Social skills/friendship groups to meet specific needs.
- For some children DESC (Dacorum Education Support Centre) may support in class, small groups or 1:1 work on well being
- The school adheres to the statutory guidance "supporting pupils at school with medical conditions" and all medication is kept in a secure place and is only administered by designated people.
- Individual health plans for children with medical conditions are shared with all staff that work with the children including lunch time staff.

## **6. What specialist services and expertise are available at or accessed by the school?**

For some children it will be necessary to seek the advice and support from Specialist services.

**Here are some of our partners:**

- ADDvance - coaching for parents and schools for children with ADHD/ASD.
- Child and Adolescent Mental Health services (CAMHS).
- Child and Family Paediatricians.
- Children's Centres.
- Dacorum Education Support Centre (DESC).
- Educational Psychologist (including Contactline).
- Health visitors.
- Hearing Impairment Team.
- Low Incidence Visual Impairment Team.
- Occupational Therapists.
- Social Communications difficulties Team.
- Specific Learning Difficulties Base (SPLD).
- Speech and Language Therapists
- School Counselling Service



- Developing Special Provision Locally (DSPL) courses

## **7. What training have the staff supporting children and young people with SEND, had or are having?**

- All our learning spaces provide a fully inclusive environment which supports the needs of all children.
- All the staff are trained in safeguarding and everyone in first aid (including epipen training).
- Some members of staff have additional, specialist training to support children with specific medical conditions
- There are specially trained paediatric first aiders in the Foundation Stage
- There are **three** designated members of staff (DSP) responsible for safeguarding concerns.
- Staff have attended training in dyslexia, English and maths interventions, reading interventions and social skills interventions.
- ADDvance Training.
- Hertfordshire Steps (supporting Behaviour management).
- Elklan- Speech and Language
- INSETs to brief on SEND Code of Practice and SEN reforms 2014
- Some staff have attended training on Protective behaviours
- Most staff have attended training about mindfulness and 'Growth mindset'.
- Some TAs have been specifically trained in Fischer Family Trust (FFT), Better Reading Partnership (BRP) Lexia, Clicker, Protective behaviours and Max's Marvelous Maths.

## **8. How will you help me to support my child's learning?**

- Parent/Curriculum workshops when allowed after the COVID-19 pandemic
- Learning packs sent home with support on how to use them
- Face to face meetings and model sessions to support pupils with specific interventions
- Regular review meetings outlining successes/barriers and next steps
- Parent Consultation Evenings
- Welcome to new class meetings: (with powerpoint presentations available on <http://westfieldprimary.herts.sch.uk/news-dates/letters-home/>)
- Policies on website <http://westfieldprimary.herts.sch.uk/our-school/policies/>



- Information about supporting your child can be found at <http://westfieldprimary.herts.sch.uk/children/learning-links/>
- Information is displayed about courses running locally in the main entrance and on windows in some classrooms
- Liaison with the Children's Centre
- Parents are welcome to contact teachers to discuss their child's progress at any point and not just at designated report/parents' evenings

#### **9. How will I be involved in discussions about and planning for my child's education?**

- Teachers can be contacted via the school email address: [admin@westfieldprimary.herts.sch.uk](mailto:admin@westfieldprimary.herts.sch.uk) or by writing a pink slip found in the front entrance to the school
- Parents are represented on the Governing Body.
- Parents of children with SEN are regularly involved in discussions through review meetings. During this time successes and next steps are developed along with the child's thoughts and opinions.
- Parent/professionals meetings
- Class teacher meetings
- Good News/Communication/Reading record books
- Telephone conversations
- Parent forum can be used as a platform for whole school improvement
- Parents are invited to make comment on changes to SEN policy and practice and support in the development of it. Changes are highlighted in the newsletter to make it accessible for all and coffee mornings are held to gain feedback

#### **10. How will my child be included in activities outside the classroom including school trips?**

- As an inclusive school the needs of all children are considered in the planning of any trip or event
- For all school trips a risk assessment is undertaken to ensure that each child is kept safe. All children with SEN are included on all school trips and when appropriate, additional staffing is deployed. Parents are consulted to ensure full participation and active engagement of all the children.

#### **11. How accessible is the school environment?**

- The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEN where necessary.
- The school environment is regularly reviewed to ensure all children have safe accessibility and fully supports their needs
- Professionals are encouraged to visit the site and any suggested adjustments are made accordingly
- There is one disabled toilet with wheelchair access
- Specialist equipment is provided, where appropriate for children with SEN needs and advice and training is sought from the appropriate medical/health professionals to ensure their health and physical needs are catered for within the school environment
- There is an intimate care policy in place
- Individual care plans are discussed and reviewed with the child and parents

## **12. Who can I contact for further information?**

- Initially you may feel it is more appropriate to talk to your child's class teacher with any queries. In most cases the class teacher will be able to support with any concerns. In some cases it may be that the SENCo or a member of SLT will join meetings to offer additional support and advice.
- The school has a SENCO who can be contacted by telephone (01442 862729) or email ([admin@westfieldprimary.herts.sch.uk](mailto:admin@westfieldprimary.herts.sch.uk)) and is available to meet with parents if they have any concerns about their child.

## **13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

- Strong partnerships are in place when a child moves between primary and Secondary School, the local Nursery providers and the Foundation Stage at Westfield Primary
- Links and information sharing between schools if a child has an in-year admission are focused around a smooth transition
- Support for transition may include:

- Visit to pre school
- Visit to day nursery
- Visit with family/childminder at home
- Visit to secondary school or new school (additional visits may be arranged and tailored to specific children)
- New to meetings for all children starting a new year group
- Planned visits to the new school with the SENCo/Key adult
- Detailed discussions with new school/receiving school and SENCo/Key adult
- Additional transition work is put in place for identified children
- All relevant information is shared with the new setting and contact information is made available to the receiving school if they have any further queries

**14. How are the school's resources allocated and matched to children's special educational needs?**

- The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources to support the progress of children with SEN, along with employing Learning Support Assistants to meet the needs of children with SEN, purchasing specialist equipment, books or stationery or providing training for staff. Where a child requires provision which exceeds the nationally prescribed threshold, additional top up funding can be applied for through the local authority. This is called Exceptional Needs Funding (ENF). Some children may also be entitled to medical needs funding, which can be applied for on a yearly basis.

**15. How is the decision made about how much support my child will receive?**

- Every child is individual and support will be put in place to scaffold and extend their learning depending on their individual needs. Some children may need short term intervention or longer learning support. This is decided through discussion during half termly pupil progress meetings with the class teacher, the Headteacher/SENCo/Deputy Headteacher.
- Parents are regularly involved in discussing how much support their child will receive through regular contact with the Class Teacher, both formally (parents' consultations and reports) and informally (weekly/regular face to face discussion/contact).
- This may include:
  - Individual or group interventions.

- Individual adult to support learning in classroom.
- Some children have 'Exceptional needs funding' which can provide resources, specialist equipment and/or teaching assistant support.
- Some children with SEN may receive Pupil Premium funding which is used to enrich and support their learning/emotional needs. This may include having access to additional clubs and resources as well as interventions within the school.
- Some children may have a common Assessment Framework (CAF) to support them.
- Some children may have outcomes as part of an Education Health and care plan (EHCP).
- A few children will have an application made to the LA for Exceptional Needs Funding. This is taken to the local area cluster where it is discussed. If the case is deemed exceptional it moves forward to the district panel. This panel decides on the number of additional hours that will be funded, if they agree it is an exceptional case.

#### **16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

More information on the services provided can be found on:

- <https://directory.hertfordshire.gov.uk/kb5/hertfordshire/directory/localoffer.page>
- [www.dacorumdspl.org.uk](http://www.dacorumdspl.org.uk)
- Hertfordshire Additional Needs Database ( **HAND**- information, concessions, support groups for children and parents)
- Special Educational Needs and Disabilities Information, Advice and Support Service (**SEND IASS**- provides impartial advice, information and support for parents and can be contacted on 01992555847 [sendiass@hertfordshire.gov.uk](mailto:sendiass@hertfordshire.gov.uk))

