

Special Educational Needs and Disability (SEND) Information Report. **2024-25**

This SEND Information Report (Schedule 1 Regulation 51) contains the information required by the Children and Families Act (2014) and the Equality Act (2010).

It incorporates the statutory guidance from the Code of Practice (2014) and links to the West Sussex Local Offer questions displayed on our school website.

1. The kinds of Special Educational needs for which provision is made at West Park CE Primary school:

West Park School is a mainstream setting, with special provision for children with physical disabilities (PD) and Communication and Interaction needs (COIN), catering for children aged between 4 and 11. We are committed to working in partnership with parents, carers and children to ensure that all children achieve their best, become confident individuals and make a successful transition to the next phase of their education and into adulthood.

In order to fulfil this vision, we are committed to:

- ensuring that all pupils have access to a broad and balanced curriculum.
- providing an adapted curriculum appropriate to the individual's needs and abilities.
- ensuring the identification of all pupils requiring SEND provision as early as possible in their school career.
- ensuring that SEND pupils take as full a part as possible in all school activities.
- ensuring that parents of all pupils are fully involved in discussions regarding their child's support and progress.
- ensuring that SEND pupils are involved, where practical, in decisions affecting their future SEND provision.

At West Park School we recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND Information Report reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

West Park School welcomes all children as full members of the school and values them for the contribution they make. All pupils actively belong to, are welcomed by, and participate in the school and community. Their diversity of interests, abilities and attainment are welcomed and are seen to enrich the life of the school.

2. Information about the Identification, Assessment and Monitoring of Pupils with SEND: Definition of Special Educational Needs:

Children have special educational needs if they have any additional needs which call for special educational provision to be made for them.

Children have a diverse range of needs including:

- a) Cognition and Learning-children have a significantly greater difficulty in learning than the majority of children of the same age.
- b) Communication and Interaction-children have difficulties with social communication or speech and language skills.
- c) Physical and Sensory-children have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for the children of that age, in schools within the area of the local education authority.
- d) Social and Emotional- children have social or emotional difficulties that impacts on their learning or their ability to engage socially with their peers.

Children with English as a second language-children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught. These children will be monitored and assessed to attain whether their difficulties are purely language based or affected by their cognitive ability.

Special educational provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

West Park School will have due regard for the Code of Practice (2014) when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

The decision to place a child on the SEND register takes place through discussion with the class teacher, members of the Inclusion team and parents. We assess the child's needs using appropriate assessment tools and set up the necessary support/interventions. The effectiveness of this support is monitored half-termly by the teacher and members of the Inclusion team, and there are opportunities for this to be reviewed once a term with parents/carers and their child. Effectiveness is measured based upon progress towards short and long term targets. This then forms the basis of discussions involving members of the Inclusion team who regularly review the provision across the school, through drop-ins and termly meetings with staff and parents. The Governing Body are responsible for ensuring high quality provision is in place which meets the Children and Family Act (2014) and the Equality Act (2010).

Specific assessments and tracking processes include:

- Teacher Assessment of reading, writing and maths.
- Standardised tests including Rapid, Salford reading, SPAR spelling, British Picture Vocabulary Scale, Ravens Matrices and the Boxall Profile.

We are currently supporting children with: a diverse range of needs, including cognitive learning difficulties, physical disabilities, sensory impairments, emotional,

social and mental health difficulties, social communication difficulties including Autism Spectrum Condition (ASC), Attention Deficit and Hyperactivity Difficulties (ADHD) and Speech and Language difficulties.

3. Making provision for children with SEND, whether or not pupils have EHCPs.

a) how the school evaluates effectiveness of its provision.

- The SENCO meets regularly with class teachers and support staff to discuss to look at the impact of interventions and to discuss future provision for all pupils within their class.
- The Inclusion team meet with the Deputy Head termly at data capture points consider pupil progress, and identify pupils which pupils may be in need of further support.
- LSA's that run interventions monitor the impact that the intervention has had on the children within their group. This information is passed on to Heads of Year/SENCO/Class teachers and next steps are planned from this.
- Children with EHCP's have pupil profiles with targets linked to the outcomes on the EHCP, these are reviewed termly.
- Children at School Support also have pupil profiles with targets linked to their specific need. These are reviewed termly by the class teacher/SENCO and in discussion with parents.
- If children are not making expected progress or need further support with social and emotional needs, the SENCO may decide to consult with outside agencies for advice. These referrals are discussed with parents.
- The SENCO reviews the progress of pupils with SEND and discuss the needs of individual children formally at pupil progress meetings (termly) and informally during other meetings/drop-ins throughout the year.
- The school has a SEND Governor who meets regularly with SENCO's and reports back to Governors.

b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

- The Inclusion team meet regularly with the Head teacher/Deputy Headteacher to discuss provision and progress of SEND children, as well as meetings with class teachers. New priorities and changes to provision will be discussed and implemented following these meetings.
- Parents have the opportunity to meet with the class teacher/SENCO once a term to discuss their child's progress and to review the outcomes on their child's pupil profile.
- There are regular opportunities for contact with parents via Class Dojo, home/school contact books for some individual pupils and the SENCO operates an 'open door' policy so parents can discuss any concerns face-to-face or via e-mail/phone.

- Parents have access to parent information booklets on the school website, that give parents information about their child's year group curriculum. These include half-termly curriculum outlines, information about trips, key vocabulary and information about homework and how parents can support children at home.
- Parents are actively encouraged to work with school staff and support any extra interventions that children may undertake. Some interventions require extra reading at home whilst others may have maths games etc. During the year we offer parent workshops to help parents to support their child's learning.
- Where appropriate, the school will refer to outside agencies for additional support, advice and programmes. Parents should receive copies of outside agency reports from the Service or via the SENCO. Some agencies will meet with parents to offer advice and support and the reports may provide advice for parents as well as for the school.

c) the school's approach to teaching pupils with special educational needs.

- Class teachers provide daily quality first teaching which has been planned to support the range of individual needs within the classroom. If a child is receiving support from an outside agency e.g. Speech and Language, then a range of strategies supplied by the agency will be put in place to support the child.
- Our team of teachers and LSAs work closely together to meet the needs of the individual child in order to maximise the learning potential for all children. We teach an 'adaptive' curriculum to ensure that the needs of all children are met.
- A number of intervention programmes are in place for children who require additional support eg: Phonics, Reading support, times tables support, 'Jump Ahead', Sensory Circuits, Hand Skills etc. Pre-teaching of key skills and vocabulary are particularly effective interventions for SEND pupils.
- In English sessions, which are part of the cross-curricular approach across the school, the learning is adapted to meet the child's needs. Learning is scaffolded for different children according to their needs, for example children who struggle to organise their writing may have a writing frame to help them to structure their writing. They will also have writing tools. e.g. a list of high frequency words, sentence openers, storyboards etc. which will support the writing process.
- In Maths sessions, children are encouraged to use concrete and pictorial methods before more formal written methods are introduced.
- The marking system encourages pupils to give feedback on their learning through the use of 'purple pen' comments.
- There are a number of different adults that may support children with SEND across the school: class teachers, learning support assistants, special support assistants (who support identified children with significant needs), learning mentors, the SENCO, the Teacher in Charge of the Special Support Centre and the Pastoral Manager.

(d) how the school adapts the curriculum and learning environment for children with special educational needs.

- All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, staff adapt tasks/outcomes appropriately and use assessment to inform the next stage of learning.
- We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Various means are used to meet the needs of individual children within the framework of the National Curriculum and the whole curriculum such as: -
 - Classroom environment adaptation and planning for children's individual needs
 - Breaking down progress into small steps
 - Mixed ability teaching
 - Co-operative group work, paired working and small group adult supported tasks
 - A flexible range of teaching approaches
 - Extending the time taken to reach attainment levels
 - Use of multi-sensory teaching strategies
 - Working with support staff and parents
 - Modification of the building for ease of access for PD pupils.

e) additional support for learning that is available to pupils with special educational needs.

- At West Park we have a Special Needs Coordinator (SENCO) who coordinates provision for all children with identified special needs across our school. They work in close consultation with class teachers to devise and monitor support for children, along with the other members of the Inclusion Team. Within this team we have a Pastoral Manager, who will support children's social and emotional development, and a Teacher In Charge of the Specialist Support Centres. Support staff run intervention programmes for individual pupils or groups of pupils, this provision is monitored and reviewed on a half termly basis. The intervention programmes will often incorporate advice from any outside agencies, such as Speech and Language Therapists.
- Some children have a Pupil Profile (Individual Learning Plan), usually if they require 1:1/small group support. This will highlight specific targets a child is being supported to achieve.
- Communication with parents and carers is vital to our approach and we value and welcome the opinions and concerns of everyone involved with the child. Teachers and members of the Inclusion Team liaise with parents regularly.
- Children with SEND are assessed to see whether they need special access requirements for formal examinations. These requirements may involve

having a reader or scribe during the test, being given extra time or having larger text to make assessments easier to read.

f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.

- Support for SEND pupils is offered in a structured way which respects the needs of pupils as full members of age appropriate classes whatever their needs or disabilities. Pupils who access our Specialist provision are fully integrated within the main school although withdrawal sessions are used for physiotherapy/speech and language support and social skills, in order to target particular learning and social/emotional needs.
- PE sessions and sports days are planned carefully to be as inclusive as possible and children are given the chance to take part in alternative activities when this is not possible.
- Children have access to clubs outside school that cater for children with SEND.
- Parents are contacted prior to trips that require specialist provision and the access arrangements are discussed.
- Children with physical disabilities requiring adult support have an adult with them during break and lunchtimes and children with social and emotional difficulties have access to quiet areas/adult support and interventions such as 'circle of friends'. Some children are met by an adult at the beginning and the end of the day to aid transition.

g) support is available for improving the emotional and social development of pupils with special educational needs.

- A clear structured care and management policy is adhered to by the whole school to ensure a safe caring environment. In addition, we have clear safeguarding procedures and policies and all staff have regular training for safeguarding.
- We have a full-time Pastoral Manager and a team of 'Learning Mentors' within our support staff. They provide parents, staff and children with a range of well-being information. In close liaison with the Inclusion Leader, they can also refer issues to other, more appropriate and expert services as required.
- We believe that the development and support of the whole child, including their social and emotional development, is vital to successful learning and progress. Children's views are taken into account in an age appropriate way through class discussions and the school council.
- Our Learning Mentors offer: Nurture and friendship groups, some support on a 1:1 basis for children with high level behavioural and/or emotional needs. Some children have a member of staff to meet and greet them every morning and settle them into school. We offer a wide variety of support for pupils who may be encountering emotional difficulties and support them to become more independent and develop resilience.

- We have a full-time First Aider who is responsible for children with ongoing medical needs. They administer medicine and monitor daily medical needs.

4. Name and contact number of SENCO

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5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.

- We cater for children with a wide range of special educational needs and disabilities. All of our staff have undergone training in a number of supportive strategies and approaches eg: de-escalation, behaviour management, Dyslexia, Autism and Attachment. Our training is sourced from outreach services from outside agencies, a range of Local Authority and independent trainers, as well as in-house training. We aim to ensure that we continue to develop expertise according to the needs of the children in our school.
- The Inclusion Team lead termly SEND staff meetings for all teaching staff. Support staff also receive half-termly MITA (Maximising the Impact of Teaching Assistants) training.
- West Park has a professional relationship with a range of outside support agencies and services including:

Speech and Language Therapists
 Educational Psychology Service
 Occupational Therapy Service
 Learning and Inclusion Advisory (LIAT) Team
 Autism and Social Communication Team (ASCT)
 Physiotherapy Service
 Sensory Support Service
 School Health Team
 Child Development Centre
 CAMHS
 IPEH (Early Help)
 AP (Alternative Provision providers)
 as well as close links with Social Services and Community Police Liaison Officers. We would access these services if a child joins our school who has needs that we have not previously supported or if a member of staff needs training.

At West Park we have 2 types of specialist provision and staff that work for those teams have different training needs to enable them to meet individual children's needs.

Provision for Physically Disabled (PD) Pupils

This provision offers specialist help for children with a wide range of physical disabilities. The Teacher in Charge of this provision has a number of special support Assistants (SSAs) and together they support PD pupils within their mainstream classes. In addition, pupils are able to access physiotherapy and/or occupational therapy sessions within the school and a range of alternative sporting opportunities.

Provision for Pupils with Communication and Interaction Needs (COIN)

Children are offered academic support, which is a combination of withdrawal time for 1:1 teaching or in a small group for interventions such as speech and language and social skills, and assistance alongside their peers in normal classroom activities. The Teacher in charge works alongside the LSA's and teaching staff to provide advice and resources to support these children in class.

Inclusion Team staff-

Staff see their roles as extending beyond the academic support they offer to the children in accessing the whole school curriculum. Emotional support is offered to each child based upon the principle that participation and relationship building within all activities of the school and across the whole school community is also central to their role.

All staff are facilitators of inclusion and aim to help the children increase in self-confidence and develop their own personal relationships across the school. Independence and taking responsibility for learning are promoted along with encouraging the children to participate in a wide range of activities across the school in order to develop and celebrate their strengths.

6. Information about how the equipment and facilities to support children and young people with special educational needs will be secured.

- West Park School is fully accessible for wheelchairs with level access and automatic doors.
- There are accessible changing facilities comprising of two hygiene rooms.
- In addition, there are two disabled toilets and a team of trained Special Support staff (SSAs).
- We have a fully equipped physiotherapy room. Specialist equipment, e.g. standing frames and height adjustable tables are available to pupils in their own classrooms.
- Three disabled parking bays are available outside the main school entrance with two additional spaces in Clive Avenue outside the First School entrance.
- Information technology is used to support these pupils in the classroom. The school possesses I-Pads, lap-tops and a range of specialist computer software.
- Within our school's general budget there are funds to ensure inclusion and make provision for Special Educational Needs and Disability (SEND). An Additional level of funding is also allocated for our Specialist provision. Resources and any specialist equipment are budgeted for and alternative grants are applied for if available. Pupil's individual needs are mapped out using meetings and provision maps and the funding is matched appropriately. Pupil premium funding is used to support eligible pupils to ensure they make the best progress they can.

7. The arrangements for consulting parents of children with special educational needs about involving them in their education.

- Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.
- At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular termly meetings to review pupil profiles and to share the progress of special needs children with their parents. We inform the parents of any outside agency support and parents are invited to meet with specialist support staff (e.g. speech therapists, physiotherapists etc.) We have an 'open door' policy, so parents are encouraged to contact the SENCO at any time.

8. The arrangements for consulting young people with special educational needs about and involving them in their education.

- Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs during pupil profile and annual reviews, 1:1 support sessions, pupil voice, annual report comments, learning mentor sessions and during the transition process.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Parents who are dissatisfied with the special educational provision their child is receiving can ultimately complain to the school governors and the local education authority.

A complaint could be about the amount of help a child is receiving or the way the school is delivering that support.

Informal Resolution

Initially it is hoped that complaints will be addressed to the class teacher and through them to the Inclusion team, if appropriate, where problems can be discussed and settled amicably. If not, the head teacher will help to resolve the complaint through an informal meeting. If unresolved, a review of the children's needs may be implemented to identify areas of concern.

Formal Resolution

In the event that the complaint remains unresolved parents may make a written complaint to the Chairman of Governors or the school's SEN governor who will appoint a panel of three members to hear it.

Copies of the written complaint and the school's response to be circulated to the parents and the members of the panel a minimum of 10 days before the date of the hearing.

Following the meeting of the panel, the clerk to the governors must write to the complainant with the decision within 5 working days.

Parents have the right to complain to the Local Authority if they wish to continue to pursue the matter.

10. How the governing body involves other bodies including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and supporting the families of such pupils.

- West Park has a professional relationship with a range of outside support agencies and services including:

Speech and Language Therapists
Educational Psychology Service
Occupational Therapy Service
Learning and Inclusion Advisory (LIAT) Team
Social Communication (SOCOM)Team
Physiotherapy Service
Sensory Support Service
School Health Team
Child Development Centre
CAMHS
IPEH (Early Help)

as well as close links with Social Services and Community Police Liaison

11.The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

- If a parent had concerns about their child or wanted to contact an outside agency for support, a member of The Inclusion Team would meet with the parent or contact them via phone or e-mail. The Inclusion Team would support them with referrals or give them the necessary information so that they could access local services.
- The Inclusion Team also direct parents to the West Sussex Local offer.
- If a child with SEND was joining the school, they would contact the office who would arrange a tour/meeting with the SENCO or Teacher in Charge of the Special Support Centre..

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education.

- Transition arrangements for pupils joining West Park are well planned and children and parents are supported fully. Children joining at the start of their Reception Year receive an individual meeting with the class teacher and are given a range of opportunities prior to starting school to visit and familiarise themselves with the school. Relevant school staff will also visit the early year's settings where possible and a transition book with photos of the teacher, classroom etc is given to parents.
- West Park has good links with all the local Secondary schools. During the summer term there are meetings with secondary school SENCO's, support staff and Learning Mentors to discuss the individual needs of children. If a child has significant needs, a transition meeting is arranged with parents and relevant staff from the new school. Transition booklets with photographs of the new school and key staff are created. Some children go on additional visits to ensure they are feeling familiar and confident about the impending move.

13. Information on where the local authority's local offer is published.

- The Local offer for West Park can be found on the school website and the West Sussex Local offer.

Equality and disability information.

- a) The admission arrangements for pupils with Special Educational Needs follow the same criteria as for all pupils. These are consistent with LEA Policy and are non-discriminatory.
- b) SSC (COIN/PD) Pupils- The representative of the LA (local authority) in consultation with the head teacher and the teacher in charge of the SSC's determine admission arrangements to the special support centres.

Applications for places will generally be for children who already have an EHC (Education, Health and Care) Plan, a Statement, or are in the process of a statutory assessment. Placements will be offered in relation to the individual needs of the child and the number of places available at any one time. Applications for places in the SSC's must be through the Special Educational Needs Team (SENAT) at County Hall, Chichester.

Accessibility plan.

See accessibility plan on school website.