

# West Park C.E. Primary School



## Local Offer

Every child is a valued individual within our school community, a community in which all children are encouraged to celebrate their achievements. We aim to be an inclusive school through welcoming diversity and minimising barriers to learning and participation. At West Park School all children share the right to participate as fully as possible in every aspect of school life. Some children will need additional support either throughout, or at a given stage in their school career. We recognise the key role of parents/carers and the importance of their involvement in all aspects of their child's education.

We have specialist provision within our Special Support Centre, 'The Willows', to cater for the needs of children with Physical Disabilities and those with 'Additional Learning Needs' (e.g. Specific learning difficulties) who have 'Statements' or 'Education, Health, Care Plans' (EHCP's). We also access a wide variety of support from specialist services and outside agencies.

At West Park we have 4 designated members of staff who comprise our 'Inclusion Team' (please see below for details and contact information), they meet regularly to discuss pupil's individual needs and share information.

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

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 Officers.

**What training and experience have the staff supporting children with Special Educational Needs and/or Disabilities had or having?**

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. 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.

**Accessibility:**

West Park School is fully accessible for wheelchairs with level access and automatic doors.

We have accessible changing facilities comprising of 2 hygiene rooms.

We also have 2 disabled toilets and a team of fully trained Special Support staff (SSA's) who support children with Statements or EHCP's to access the curriculum whilst encouraging them to become as independent as possible.

We have a fully equipped Physiotherapy room within The Willows Special Support Centre.

**The West Park Inclusion Team comprises of:**

**Miss N Craig – Deputy Head for Inclusion**

**Mrs K Smith – SENCO & Teacher in charge of Physically Disabled Unit**

**Mrs M Garner – SENCO & Teacher in charge of Additional Learning Needs Unit**

**To be confirmed – Pastoral Manager**



## How we meet SEN needs

### **How do you know if my child/young person needs extra help?**

Children entering West Park School either in Reception or other Year groups are assessed by the Class Teacher, previous records and information are noted and taken into account when identifying individual children's starting points. Background information is important and will lay the foundations for the next steps in learning and help with identifying the areas of support required. Information gained from previous schools, nurseries or pre-schools as well as from parents, teachers and outside agencies (e.g. the 'First Team', Speech Therapists, Physiotherapists, etc.) will also inform and help to identify the individual needs a child may have.

Pupil progress is continually monitored and assessed by Class Teachers on a regular basis against the Early Years Foundation Stage Curriculum and the National Curriculum.

### **What should I do if I think my child/young person may have special educational needs?**

If you are worried that your child may have a special educational need, you should contact the class teacher in the first instance or a member of the Inclusion Team by ringing the school directly.

### **How will staff support my child/young person?**

At West Park we have two Special Needs Coordinators (SENCO's) who coordinate 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. Teaching Assistants and 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 Passport (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. We have a governor supporting SEN who regularly visits the school and there is an SEN report to governors twice a year.

### **How will the curriculum be matched to my child/young person's needs?**

Every child is an individual and support is differentiated in order to meet their needs.

When a pupil has been identified with an additional/special need the class teacher will adapt the curriculum to enable them to access it more easily. This can mean: providing additional adult support, providing learning tasks that present different levels of challenge, providing particular/specialist equipment for children to use (e.g. lap-tops, communication aids, etc.). Staff undertaking intervention work will assess your child's progress in terms of the targets/progress indicators relevant to the intervention. Class teacher assessments will also provide additional information.

Where necessary we seek specialist training to support specific identified needs such as Social Communication difficulties, Hearing or Visual Impairment or liaise with outside agencies for additional advice and support.

### **How will both you and I know how my child/young person is doing?**

We will liaise with you on a regular basis. This may be in the form of a parents evening or a meeting to discuss your child's latest targets or 'Pupil Passport' (Individual Education Plan which highlights any extra support your child may be having). However, you do not have to wait for us to contact you. You are able to contact your child's class teacher or any member of the Inclusion team if you have a worry or a concern. Some of our pupils may have 'home school contact books' for regular up-dates and correspondence between school staff and parents. Some parents will have an update at the end of the day to make sure we are working together to meet the needs of your child.

Regular meetings take place with parents to review Pupil Passports and discuss any other concerns. In addition, children with Statements or Education, Health, Care Plans will have an 'Annual Review' meeting once a year to ensure that the right level of provision is in place. This ensures that everyone is working collaboratively in the best interests of the child.

### **How will you help me to support my child/young person's learning?**

We encourage you to work with us and support any extra interventions that your child may undertake. Some interventions require extra reading at home whilst others may have maths games etc. Staff will advise you as appropriate. During the year we offer parent workshops to support you in your child's learning journey. 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. You can always request to see copies of reports. 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.

### **What support will there be for my child/young person's overall wellbeing?**

We have a full-time Pastoral Manager and a team of 'Learning Mentors' within our support staff. They can provide you with a range of well-being information. In close liaison with the Deputy Head for Inclusion, 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. 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.

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.

West Park has a dedicated First Aider and a team of qualified first aiders who offer support at break and lunchtimes. A policy is in place for the administration of medicines in school and some children have individual 'medical health care plans' which are drawn up in conjunction with parents; in some cases the School Nurse/Community Paediatrician may also be involved.

Risk assessments are put into place for children with specific needs when planning trips or extra-curricular activities. Children with physical disabilities may also have a 'Manual handling risk assessment' which is up-dated regularly by school staff, the child's Physiotherapist and the Manual Handling Advisor.

### **How will you prepare and support my child/young person with transitions?**

### **How are resources allocated and matched to my child/young person's special educational needs?**

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 Special Support Centres. 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.

### **How are decisions made about what type and how much support my child/young person will receive?**

Parents, school staff (including the Head Teacher and Governor with responsibility for Special Needs), the Inclusion Team and outside agencies are all involved in decision making to ensure our pupils with individual needs and disabilities receive the best provision and support available.

As all children's needs are different we have to be flexible in the way in which we assess and meet their needs. There is no one set way because the children we support are all different. We have regular meetings with year group leaders, class

teachers and parents to review the needs of each child. We are flexible and will change the support needed for your child according to his or her changing needs. It is very much a three way process between parent, school and outside agencies and we all work together to make sure your child is being supported in the best way possible. It is important you tell us if you think things are changing so we can bear this in mind. Support is reviewed regularly in order to try and ensure that your child is making progress and that future plans and the setting of outcomes and targets are appropriate and relevant.

### **How are parents involved in the setting?**

West Park strives to work in a close and mutually supportive partnership with parents. There are several ways you can become more involved:

As a parent volunteer helper in the classroom and on school trips; joining the 'Friends of West Park' committee or standing for election as a Parent Governor. More information about all of these can be found on the school's website.

Please contact any member of the Inclusion Team for any further information you may require.  
Visits to the school are most welcome.

Tel: 01903 243099