



SEND Information Report

Westmoor Primary School is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally, physically and educationally. We strive to ensure quality first teaching is applied across the whole curriculum, using a range of different teaching strategies, resources and activities.

Our Information Report lets you understand how we support children with special educational needs and disabilities.

[Identifying Children with Special Educational Needs / Disabilities and the Process](#)

Identifying a child as having Special Educational Needs is not a simple process. Children are identified as having a special educational need when their level of progress has become a cause for concern. There are four broad areas, which special educational needs are categorised into:

1. Cognition and learning
2. Communication and interaction
3. Social and emotional mental health
4. Physical/sensory needs

Honesty is one of our school's core values and we believe it is important to communicate with parents and consult with parents and children as part of our decision making process. There are a variety of ways we will consult with children and parents including: parent/pupil surveys, parent consultations, open door policy to communicate with staff regularly and as part of support plan/annual reviews.

Below is an outline of this process and what to expect at each stage. It is important that parents and carers are involved and communicated to during this process.

Recognising and raising needs/concerns

Staff and/or parents will identify a need or a concern if your child is not making progress expected. These will be discussed with the SENDCO and management team. Support and interventions will be considered and implemented.

Your child will be monitored closely.

At this stage, your child will not be on the SEND register or have a specific plan in place.

You will be updated on your child's progress.

Support may be offered to you as a family to help support your child based on the needs and concerns raised, for example an Early Help Assessment. If concerns are related to speech and language, a referral may be made to the Speech and Language Team. This will be discussed with you.



Needs/Concerns persisting, the SEND register and removal from the SEND register

At this stage, if after quality first teaching and interventions in school the needs/concerns are still there and little or no progress has been made, your child may be placed on the SEND register. This will be discussed with you. If your child is added to our SEND register, they will be recorded as SEND Support. This means they are receiving support within the school and local offer and their primary area of need (and any additional areas) will be identified.

When your child is placed on the SEND register as SEND Support, there will be more formalised support in place through a specific plan. The plan in place for your child will be selected based on their needs and discussed with you by your child's class teacher and/or SENDCO. The type of support plan your child has will be discussed and reviewed with you to ensure it continually meets the needs of your child. The types of plans we have are: strategy map, support plan and IEP (Individualised Education Plan).

Consideration will be given to any services or agencies that may further support your child, as per our school and local offer. If any services provide an associated diagnosis, your child will be on the SEND register and access the support required. This will be discussed and reviewed regularly with you.

If a referral has been made to Speech and Language as the only need/concern, an assessment may have been carried out, a report sent and targeted work given. This would be your child's support plan and would be shared with you. This is then reviewed based on how your child works towards these targets and monitored carefully. Your child would be placed on the SEND register until discharged from the Speech and Language Team.

Support plans are reviewed regularly and discussed with you. If your child makes progress and it is deemed no longer necessary for your child to have a support plan and be on the SEND register, this will be discussed and shared with you. The SEND register is reviewed by the SENDCO.



Needs/Concerns persisting and requiring further support beyond the school and local offer

When support plans are reviewed, we will discuss with you how your child's needs are being met. If your child's needs require more support than outlined in the school and local offer, a Education Health Care Plan will be discussed with you.

If parents and school feel it is appropriate, a needs assessment will be requested. This will involve child, parent, teacher and other professionals' views. The local authority will have a SEND panel look at this and determine whether an EHCP is needed and how many hours of support will be given for your child. The first 10 hours of support are included within the school and local offer. School placement and provision is also discussed to ensure your child's needs are being met.

If an EHCP is granted, it will be reviewed annually to monitor your child's needs and how they are being met.

If an EHCP is not granted, support for your child will remain in place and a subsequent needs assessment may be requested if deemed appropriate following further reviews and monitoring.

As a school we recognise the importance of early intervention and therefore ensure that when a child is identified as having a special educational need we put further support and strategies in place quickly and effectively. We also ensure that the support and strategies are specific to the child's individual needs. A child with a special educational need may be supported in a number of ways:

- Quality first teaching with appropriate strategies and reasonable adjustments to support
- Small group work within the classroom with staff
- Individual support within the classroom with staff
- Small group work outside the classroom with staff
- Individual support outside the classroom with staff



We use a graduated approach. This is a system to assess, plan, do and review in order to provide appropriate support for children on the SEND register.



Children may also be referred to outside agencies where a professional who is more skilled in dealing with specific difficulties will become involved with the child. Some children may also be given an Education, Health and Care Plan (previously known as a Statement of Special Educational Needs).

At Westmoor we have a highly skilled team of staff dedicated to providing an adaptable, inclusive curriculum and learning environments. All staff engage in continuous professional development and have on-going training to continually develop and have up-to-date understanding of special educational needs and disabilities. We encourage and support staff to engage in professional dialogue and share good practice, which supports a proactive approach to professional development.

School Offer

School entitlement offer for pupils with Special Educational Needs or disabilities	
<p style="text-align: center;">Communication and Interaction</p>  <p>Difficulties in this area may be, but are not limited these examples:</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> • Visual timetables • Areas of low distraction • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. Small group work to improve skills. • Strategies / programmes to support speech and language development. Strategies to reduce anxiety / promote emotional wellbeing. Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Planning, assessment and review. Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. Differentiated curriculum and resources. • Use of technology (e.g. iPads) to support as needed and appropriate (e.g. for recording and rehearing). • Communicate in Print used to create visual resources. These visual resources are also created for parents to support with routines at home too.
<p style="text-align: center;">Cognition and Learning</p>  <p>Difficulties in this area may be, but are not limited these examples:</p> <ul style="list-style-type: none"> • Moderate learning difficulties • Dyslexia • Dyscalculia 	<ul style="list-style-type: none"> • Strategies to promote / develop English and Maths. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT (e.g. use of iPad) is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all children. • Work with pupils, parents, carers and staff to develop and review plans based on the needs of the child. • Differentiated curriculum and resources. • Use of any diagnostic assessment identify any specific gaps in learning and address these. • 1:1 phonics tuition

Social, Mental and Emotional Health (SMEH)



Difficulties in this area may be, but are not limited these examples:

- Behaviour need
- Social need
- Mental health need
- Emotional Health and Wellbeing
- ADHD
- Attachment Disorder

- Our school ethos values all children.
- Our positive behaviour management systems encourage pupils to make positive decisions about behavioural choices.
- Our school behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.
- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.
- Restorative conversations to deal with behaviour incidents.
- We provide effective pastoral care for all children.
- Support and advice is sought from outside agencies to support pupils, where appropriate.
- Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.
- Outdoor learning is used to offer a different approach to the curriculum.
- There are social groups to support children.
- Information and support is available within school for behavioural, emotional and social needs.
- Trained Mental Health Leads.
- Children are taught regulation strategies.

Sensory and Physical Needs



Difficulties in this area may be, but are not limited these examples:

- Hearing impairment
- Visual impairment
- Multi-sensory impairment
- Physical and medical needs.

- Support and advice is sought from outside agencies to support pupils, where appropriate.
- ICT is used to increase access to the curriculum where appropriate.
- Support to access the curriculum and to develop independent learning.
- Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs.
- Access to Medical Interventions.
- Access to programmes to support Occupational Therapy / Physiotherapy.
- Support with personal care if and when needed.
- Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.
- Trained staff understand and apply the medicine administration policy.
- The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.
- The school has disabled toilets / facilities.
- The school building fully complies with the Equality Act 2010.

Specialist Expertise

We believe working in collaboration and seeking specialist expertise is crucial in supporting children in order to achieve the best outcomes. Other agencies and specialist expertise providing services to children in school include:

Education

- Language and Communication Team
- Primary Outreach Team
- HIVE
- Early Years Inclusion Service
- Education Psychology
- Dyslexia Team

Health

- Speech and Language Team (SALT)
- CHAMS
- Occupational Therapy
- Nurses
- Mental Health Support Team

Social

- Early Help (family partner)
- Young Carers

Assessing and Reviewing Progress

Support plans and the progress of children with special educational needs and disabilities are assessed and reviewed regularly. A range of diagnostic assessment tools are used, as well as information that is shared by parents and professionals working with the child. The following assessments are used:

- Read Write Inc Phonics Assessment
- Nfer Reading and Maths tests
- PM benchmark - reading assessment
- Dyslexia screener
- Teacher assessments

Staff Training to Support Children with Special Educational Needs and Disabilities

The SENDCO at Westmoor Primary School is Lisa Taylor. The SENCO provides advice and guidance to staff in relation to any concerns which may arise.

At Westmoor Primary School we have members of staff trained in:

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Attachment Training
- Dyslexia programmes including Read Write Inc, Multi-sensory Spelling programme
- Speech and Language difficulties
- Difficulties with attention and listening and working memory

- Makaton
- Numbers Count programmes
- 1stClass@Number programme
- Success@Arithmetic programme
- Reading Recovery
- Boosting Reading Potential (BRP)
- Social programmes including Time to talk, social stories, SEAL
- Language and Communication programmes including Nursery Narrative
- Speech Therapy programmes
- ICT programmes to support learning including Clicker6 and Communicate in Print
- Mental Health First Aid
- Thrive
- Precision Teaching

In response to the needs of the children currently in our school and for the benefit of those in the future, we have accessed training, this school year from the Educational Psychology Service around dealing with children who display worry and anxiety. Training needs are audited regularly and CPD planned to meet those needs.

Support in the Early Years

Prior to joining Westmoor Primary School, home visits are arranged so staff can build a positive relationship with the child and support making a smooth transition into the setting. Staff liaise with health professionals such as health visitors and any previous nursery provision settings to ensure all information about the child is shared. That enables any identified needs and support being implemented quickly.

Where we identify that children in our Nursery setting would benefit from additional support an application is made to the Early Years Inclusion Service through a Child Alert. We also engage with the Setting Alert as needed to support staff in understanding the needs of the children in our school. We communicate effectively, openly and honestly with parents to provide support and direct parents to support they may need.

Transitions to Other Settings

We work in close partnership with other education providers, particularly secondary schools, to ensure that children transition successfully to their next stage of learning. This transition is carefully planned and coordinated. This includes:

- Sharing information with the next setting
- Transition review meetings for children on the SEND register with parents and staff from the next setting.
- Arranging additional visits for children vulnerable in the transition period.

Supporting Families

We work in partnership with families to help them support their children's learning outside of school. We ensure children are able to access extra-curricular opportunities, including holiday clubs.

Our Safeguarding Leads are available to support all families and children in school as and when needs arise. Families are also signposted to additional services / organisations through North Tyneside's Local Offer.

LAC/previously LAC

We work in partnership with North Tyneside's HIVE team, which is dedicated to supporting the holistic needs of looked after and previously looked after children and young people. Within the team there is a SENDCO who oversees support for children with SEND.

Accessibility Plan

Our accessibility plan details all plans and school procedures to ensure accessibility for our pupils with disabilities.

Complaints

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or the Special Educational Needs Coordinator.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents. We ask parents/carers to contact the school in the first instance.

Parents can also contact SENDIASS, a specialist service that can provide impartial, factual support to help and guide parents through all aspect of special educational needs. Further information about this service can be found here:

<https://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass>

Further Information

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities. Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on the school website.

The school's self-evaluation process will look at teaching and learning for pupils with special educational needs and disabilities. All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer here at Westmoor Primary School then please contact the Special Educational Needs Coordinator, Lisa Taylor, on 0191 6432260.