



**Westlands Primary**  
**School SEND Offer**

### **How does the school identify special educational needs?**

Teachers and support staff through their experience, training and observations, are able to quickly detect if there is a concern with a child and how they learn. As part of our daily observations, we carry out daily informal assessments and look carefully at how each individual child interacts with others and is meeting the learning objectives set for them; this will help us decide if a child is having difficulties or needs additional help and support. We work extremely closely with parents/carers and communication is of paramount importance. We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. We would encourage all parents/carers to speak to the class teacher, in the first instance, if they have any concerns. The class teacher can then discuss any concerns with the school Inclusion Team, who will be able to contact and work alongside outside agencies to support the child. Parents/carers will be fully informed and involved with all decision making and planning for the needs of their child. Other agencies and referrals will only be made if parents/carers, teachers and the Inclusion Team felt this was necessary.

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

Your child's class teacher will take responsibility for the daily provision for your child and will be supported and advised by the school Inclusion Team. The teacher will discuss with you any support that is required, which is additional to and different from what we would offer to children as part of our usual classroom practice. The needs of your child will be clearly identified and form part of either a Personalised Plan or as part of the class provision plan. Outcomes and targets will be set and reviewed regularly with the child, parents and professionals (where appropriate). If it is identified that there is a need for a specific in-school assessment or involvement from any outside specialist services, the Inclusion Team will then talk to you about this and seek your permission to proceed. Depending on the support and resources needed, your child may be working with support staff who are highly trained in specific special needs areas. Your child may undertake interventions, small group work or close supervision within class.

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

High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have additional needs. We feel it is vital to ensure all children can achieve and succeed in a happy and safe learning environment. We aim to be inclusive in all areas of our curriculum, however from time to time children who require additional support may work on a specifically designed programme of study to help boost their understanding of reading, writing

and number work. In these circumstances, your child may work within a smaller group of children. These groups may be run:

- In or outside the classroom;
- By a teacher or a member of support staff who has been trained to run these groups;
- By an external specialist from outside such as a Speech and Language Therapist.

To enable pupils to make progress within areas of their learning, your child may be placed onto a Personalised Plan within school. This will provide pupils with specific targets, which are: short, manageable, achievable and reviewed. This information will be discussed in a parent meeting and targets reviewed at least three times per year.

If further specific support is required, it will be requested from the Local Authority through an Education, Health and Care Plan (EHCP). This means that the class teacher and Inclusion Team have identified your child as needing a particularly high level of individual or small group teaching, which can not be provided for solely from the budget available to the school. Therefore, an assessment of their needs will be requested.

### **How will information be shared with parents?**

Parents and teachers may arrange private meetings with the class teacher or with the Inclusion Team if there is anything urgent or of a private nature to be discussed. In some instances, a home-school communication book may be used.

Children are continually assessed as part of classroom best practice, but they will also be assessed termly both as part of formal assessment and teacher assessments. These results are discussed with all teachers in school and the Senior Leadership Team. Our findings are tracked and monitored closely and this enables us to ensure all children are making good progress. If we have a concern regarding your child's attainment and progress, the class teacher will contact you following these termly assessments to keep you fully informed.

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

The Inclusion Team at Westlands Primary School consists of: Mrs Pemma Spillard (SENCO), Miss Skye Weston (SENCO assistant), Mrs Sarah Strachan (Pastoral Support Lead and Miss Georgie Connolly (Family Liaison Officer). If we feel that our strategies have not met the needs of a child in our care, we will access specialised skills and support from the Local Authority to help us plan for a child with a specific special educational needs.

### **What training have staff completed to support children and young people with**

## **SEND?**

We ensure our teaching and support staff have opportunities for training based on the needs of the children in the school such as Thrive Group Training and specific SEN opportunities offered by the Local Authority. In addition, staff will be enrolled on more individualised training if they are supporting a pupil with a more specific need. Mrs Spillard has also undertaken the National Award for SEN Coordination. We also network across our own consortium to keep our professional knowledge current and share expertise. Mrs Tina Murphy is the Trust SENCO and offers support, guidance and training across the Trust Primary Schools in Kent.

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

Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made when required. Where needed the risk assessment would include a meeting with parents as well as taking account when assessing the needs of all children.

On some occasions, an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary. In addition to this, in exceptional circumstances, the risk assessment may necessitate the attendance of a parent.

Health and Safety audits are regularly conducted to ensure that the school provides a safe environment for all pupils.

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

- Westlands Primary School is able to provide access for wheelchairs and there is a lift allowing access to our first floor, if required.
- Disabled toilets and changing facilities are available.
- We ensure that the learning environment is as fully accessible and inclusive for all learners as practicable within our resources.
- An annual school Accessibility Plan is available on our website.

## **How does the school plan for transition?**

We recognise that transitions can be difficult for a child with additional needs and take steps to ensure that any transition is as smooth as possible.

### **If your child is moving to another school:**

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

- We will make sure that all records about your child are transferred as soon as possible.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher and a planning meeting will take place with the new teacher to discuss your child's strengths and difficulties and the strategies that have been successful. Provision maps, Personalised Plans, EHC plans will be shared with the new teacher.

#### **In Nursery/Reception:**

- There are induction events for all children joining the Early Years.
- Arrangement of home visits from the class teacher and (where appropriate) the school SENCO
- Visits to Day Care Providers.
- There may be additional visits for children identified as having SEND and additional meetings will be arranged with parents and other agencies who have been involved with your child, such as Specialist Teaching and Learning Service (STLS)

#### **In Year 6:**

- The year 6 teachers and the SENCO will discuss the specific needs of your child with the SENCO/Inclusion Manager of their Secondary School.
- The new Schools are invited to attend any review that we hold before your child transfers to them.
- Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.
- Your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

#### **How are the school's resources allocated to meet children's specific needs?**

The School Budget received from the Local Authority includes money for supporting pupils with SEND. The senior leadership team and governors decide on the budget for SEND based on the needs of the pupils in the school. The school will use its SEND funding in the most appropriate way to support your child. This support may include some individual or small group work with a member of the team as well as a range of other support strategies. SEND funding may also be used to purchase specialist equipment or support from other specialist support agencies etc.

There are regular meetings to monitor the impact of interventions and SEND provision and the Governing body is kept informed of funding decisions.

#### **How is the decision made about what type of and how much support my child will receive?**

Each child is assessed individually according to the SEN Code of Practice and Local Authority guidance and a personalised support programme will be developed.

There will be regular meetings between the class teacher and the senior leadership team (pupil progress meetings) where we look closely at the provisions that have been in place and their effectiveness and impact on children's learning.

Additional assessments from external services, such as Education Psychologists help us decide what type of support and resources are needed.