

Westgarth Primary School SEND Information Report 2024-25

Westgarth is a mainstream primary school with an inclusive ethos.

Identification of needs

How does the school/college identify children with special educational needs?

Children at Westgarth Primary School are identified as having SEND through a variety of ways, some of which may include:

- *observations noted by a teacher
- *concerns raised by parents
- *liaison with a previous school/setting
- * liaison with outside agencies
- *child performing below 'age expected' levels or equivalent.

How do we involve parents in planning for those needs?

All parents/guardians are invited into a Structured Conversation every term where progress will be discussed. Discussions between parents and the class teacher will find out what is working well, any areas of concern and allow time for questions to be addressed and targets to be reviewed and set.

Parents/guardians do not need to wait for these Structured conversations however, you can raise concerns about your child at any point during the school year. The initial point of contact should be with your child's class teacher. Class teachers are contactable via the office either by phone or email.

Support

Who in the school/college will support my child and how will this be monitored and evaluated?

Children identified as needing some extra help in school are supported in-class. This could take the form of extra in-school sessions with specific targets to achieve more progress or targeted support from a teaching assistant or teacher. Progress and targets are monitored closely through on-going assessment.

If your child has needs which are a little more complex than those of their peers, then they will also have an Additional Needs Plan, which will break their targets and support down into smaller steps. These plans are reviewed and updated at least termly, including views from the child and parents.

Children's progress is continually monitored by their class teacher and reviewed against the National Curriculum expectations and the expectations of our school. A number of statutory assessments must take place including a baseline assessment in Reception, the Year One Phonics Screening and in Year Six all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

How are the decisions made about the type and amount of provision a young person will need?

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area. This information will be shared with you during Structured Conversations and the end of year report. Class teachers may invite other colleagues in school, such as the literacy co-ordinator or the SENDCo, to support in planning suitable provision.

The SENDCo and Headteacher oversee this provision, offering support and guidance to help ensure all needs are met and children progress appropriately.

There may be a TA or intervention teacher working with your child either individually or as part of a small group. Feedback will be given to the class teacher to ensure they are kept up to date with progress made towards a target.

Some children could be identified as needing some extra specialist support in school delivered by a professional from one of our partner agencies (see below). In this case you will be asked to come to a meeting to discuss your child's progress and to help plan possible ways forward. You will always be asked to give your permission for the school to refer your child to an outside agency. This type of support is ideal for children with specific barriers to learning that cannot be overcome through quality first teaching or extra in-class support.

If your child has a high level of need which cannot be provided for from the budget available to the school, then we will invite you to a meeting where we will discuss, with other professionals, whether we feel that the Local Authority should carry out a statutory assessment of your child's needs. Statutory assessment is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority, they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already in place.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and whether they need specialist support in school in order to make good progress. If this is the case they will write an EHC (Education Health Care) Plan for your child, whilst if it is not the case, they will ask the school to continue with the support already in place. This decision will be regularly reviewed.

We will always ask for your explicit permission before we invite an outside professional to come in and work with your child; our partner professionals are usually happy to have a discussion with you either in person or over the phone. Most agencies will also provide a written report following their involvement.

Curriculum

How will the curriculum be matched to the needs of the young person?

All children in school receive high-quality first teaching as standard. Westgarth was an Outstanding School (in our most recent Ofsted, 2014) with smaller than average sized classes which allows for personalised learning delivered by the class teacher across the curriculum. Every class has access to ICT resources to help support their learning, as well as employing a range of quality resources, visits/visitors and teaching/learning styles to make learning varied and fun.

We pride ourselves at Westgarth on being an inclusive school and are always seeking ways in which we can ensure that every single one of our pupils can thrive despite any difficulties they might have. In certain situations, the National Curriculum can be adapted to suit individual learners whilst every learning environment across the school can be tailored for pupils with a special educational need or disability.

Our school works around four curriculum drivers, Kindness, Resilience, Independence, Respect. We actively strive to help pupils achieve in all of these areas and so offer pastoral and emotional support as required, as well as more traditional methods on supporting children in school.

Sanctions and rewards are used as appropriate with children always encouraged to take on responsibility for their own learning.

Accessibility

How accessible is the school/college environment?

Westgarth is a one storey building with wide access doors and ramps. Both buildings have accessible toilets. We ensure that all equipment and extra-curricular activities are accessible to all children regardless of their needs.

Parental Involvement

How will both the school/college and the parent know how the young person is doing and how will the school support the young person's learning?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used. If you have further questions, you can make an appointment with the SENDCo who will be happy to meet with you and discuss any concerns or worries you may have.

As well as being invited into school every term in order to have a conversation about your child and their progress, you will be provided with a written report at the end of every academic year.

Overall Well Being

What support will there be for the young person's well-being?

Every class teacher is responsible for making provision for the social and emotional needs of the children in their class. We have a number of whole school initiatives such as the school council, assemblies, UNICEF Rights of the Child work etc. which we all follow in addition to our timetabled PSHE work.

Westgarth also liaises with a number of partner agencies to ensure that the social and emotional needs of our children are met. This includes School Nursing Service, local counsellors and therapy services such as The Junction, Bridgeway, The Link, CAMHS and the HeadStart Project.

We also have counsellors who work in our school weekly, providing support to identified children.

Medication

The school has a policy regarding the administration and managing of medicines.

Parents need to contact the school office if prescribed medication is recommended by a healthcare professional and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office.

On a day to day basis, administrative staff generally oversee the administration of any medication. Another member of staff will always witness any administration.

As a staff, we have regular training and updates on conditions and medication reflecting individual children so that all staff are able to manage medical situations.

A number of staff members hold first aid qualifications, which are updated regularly.

Specialist Services

What specialist services and expertise are available at or are accessed by the school/college?

Our school has close links with a wide range of partner professionals who we work with to support the needs of our children. These include Educational Psychologists, Physiotherapists, Occupational Therapists, Speech and Language Therapists, Specialist Teaching Service (Learning, Behaviour and

ASD) Hearing Impaired Service and Teachers of the Deaf, CAMHS (Child and Adolescent Mental Health Service), School Nursing Service, The Junction (offering therapeutic support/Young Carers support), The Link (offering therapeutic support), EVA (support for families who are affected by domestic violence), Attendance and Welfare Service, Social Care, Housing and Homeless Support, SEND Information Advice and Support (SENDIAS).

If you feel like your child would benefit from access to any of the above then please contact your child's class teacher.

Staff Training

What training are the staff supporting children and young people with SEND had or are having?

Staff in school receive regular on-going in service training. SEN related issues are discussed regularly throughout the year either by the SENCo or by outside agencies who are invited in to deliver training. Frequent reviews of the needs of our children are carried out by the SENCo so that school can ensure staff are kept up to date on ways of supporting children in school. Some of the recent training we have provided to staff includes Mental Health Awareness, Bereavement, Attachment and Trauma, EBSA, and Positive Behaviour Support.

Upcoming training will involve work with OT services and revision around Sensory Processing Difficulties.

Activities outside of school

How will the young person be included in activities outside of the classroom including school trips?

Westgarth offers a broad range of extra-curricular activities all of which are open to every child in a particular age group. We are a fully inclusive school and provide extra support if a child who needs it would like to access a particular club. Years Two, Four and Six also undertake Residential Visits with different focuses.

When arranging educational visits, the arranging staff will liaise with parents of children with additional needs to ensure that their requirements are catered for on the visit. No child will be excluded from an educational visit/residential due to their special educational need (Equality Act 2012) as long as the planned visit is suitable for the child and their safety and the safety of others is not compromised.

Transition

How will the school/college prepare and support the young person to join that particular school/college and how will it support the transition to the next stage of education and life?

We recognise that transitions between Year Groups or schools can be difficult for a child with SEN and we take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school we contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We also make sure that all records about your child are passed on as soon as possible.

At Westgarth, transition events take place in July to support all children moving Year Groups. During this transition period, information is passed between teachers and a transition meeting takes place

between all staff involved with each child. The current ANP will be shared with the new teacher who will invite you into school in the Autumn term in order to review it with you.

If your child needs special arrangements to move on, such as pre-visits, a 'Moving On' book etc. then these will be provided.

Children leaving us at the end of Year 6 will follow the transition program of their chosen secondary school, usually visiting their new school on several occasions and also receiving visits from the new school staff at Westgarth. Westgarth staff will also meet with their secondary colleagues in order to pass on all information about your child whilst relevant written records are also handed over.

SEND Resources

How are the school/college's resources allocated and matched to the young person's special educational needs?

Resources in school are matched to the needs of the children by the staff who work closely with them. Tools such as Redcar and Cleveland's Ranges Guidance Document for Education Establishments are used to ensure that the correct support is received by the children in our care.

The SEND budget is managed by the SENCo and Headteacher. School will ensure that funding is always used in the most appropriate way to support our children, whether that be through staffing or resources.

Further information

Head Teacher: Mrs R. Smith

SENCo: Mrs F. Boalch

SEN Governor: Ms E. Bissell

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If you would like to know more about what we can offer then please contact us using one of the methods above.