



SEND Information Report – Westwood Park

1. The kinds of special educational needs for which provision is made at the school.

All pupils are welcomed at Westwood Park. We currently help pupils with special educational needs including:

- Speech and language
- Autism
- Duchene Muscular Dystrophy
- Complex Emotional and Behavioural Difficulties
- Cerebral Palsy
- Asthma
- Moderate learning difficulties

2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEN.

Pupils can be identified through a variety of means:

- Parental/staff concern
- Advice from other agencies (a previous school, the health department, the speech and language service, the Educational Psychologist etc)
- Test results
- Observations

Assessment:

- This may be using school based tests but we would usually seek expert advice for the best guidance to support your child.
- Individual Education Plans, Individual Behaviour Plans (KS1 and 2) or Play Plans (FS) are devised, shared with the child and family and implemented termly (half termly if needed). Each plan is reviewed to inform the next plan so that we try to focus on the greatest area of need.

Families are welcome to contact school at any time to discuss our policies or any other information that will help their child.

3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including
- a. How the school evaluates the effectiveness of its provision for such pupils

Our Inclusion/SEN policy is available on the website and through school with our Equal Opportunities policy and all other school policies. Our intervention programme as a whole is reviewed termly but twice weekly any issues arising are discussed at Senior Leadership meetings. All parents have the opportunity to speak to staff daily or at Parents' Evenings or record their comments on the annual Parent Questionnaire.

- b. The school's arrangements for assessing and reviewing the progress of pupils with SEN

All pupils experience on going daily assessment and guidance. We formally test all the pupils (KS1 and 2) termly. Results are discussed at Pupil Progress meetings each term and interventions are put in place as needed. School responds to any additional information from outside agencies such as the Educational Psychologist or Speech and Language team in liaison with parents.

- c. The school's approach to teaching pupils with SEN

School aims to make the education of each child as personal as possible. This is of utmost importance for pupils with Special Educational Needs. All SEN pupils will have an Individual or Group Education Plan or Behaviour Plan. Staff use this information alongside test results and day to day observations to help make the best decisions for pupils. Alterations are put in place which may include a change of work, equipment, timetable, adult support etc to make school as successful as possible. Often SEN pupils enjoy smaller group work or one to one work but all pupils have access to the same experiences in terms of trips and activities. School likes to celebrate the successes of all its pupils and to show as much patience as is needed to help all pupils make progress.

- d. How the school adapts the curriculum and learning environment

All pupils have access to the full curriculum. We are more than happy to accommodate any special requirement. At the moment we are converting toilets, moving a classroom and putting in a new door to make access more suitable for one of our pupils.

e. Additional support for learning that is available for pupils with SEN

School employs Teaching Assistants to support pupils in every class in addition to support staff who work with pupils with a Statement. All SEN pupils are identified on teachers' plans with suitably differentiated activities provided. All pupils have access to the ICT suite to assist learning. A recent investment in ipads is proving very beneficial in providing additional opportunities.

f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum;

SEN pupils may have extra academic activities including Precision Teaching, Rapid Maths, Fresh Start etc. These are activities which help promote English and Maths learning. Older pupils may be involved in Pixl, before school activities aimed at Y5 and 6 or Smart Club and after school session to promote ability to read and love of reading. There are daily sports clubs which many of our pupils access and it is an opportunity to show additional skills. All pupils can have access to the ICT suite before, during or after school. Some of our SEN pupils attend cookery sessions with their parents at a local high school. School offers extra art sessions each term for pupils and families and we try to direct SEN pupils towards this.

g. Support that is available for improving the emotional and social development of pupils with SEN

School employs a Learning Mentor who in liaison with teachers, TAs and the Head devises appropriate support for emotional and social development. This includes whole school initiatives like Friendship Week, suitable assembly themes, class use of Circle Time and one to one links between staff and identified pupils. School runs a Breakfast Nurture Group for those pupils in most need. This is an opportunity to practice social skills, talk about events from the day before and set targets for a successful day.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENDCO

SENDSCO – Natalie Bromby – 0161 789 2598.
Deputy SENDSCO – Danielle Clark
Westwood Park CP.
Vaughan Street
Winton
Eccles
M30 8DH

5. Information about how the expertise and training of staff in relation to CYP with SEN will be organised and about how specialist expertise will be secured.

All staff receive training on appropriate SEN needs and interventions, this includes training related to medical, behavioural and academic problems. Specialist expertise will be sourced through relevant agencies such as the Local Authority, CAMHS, and the NHS.

6. Information about how equipment and facilities to support CYP with SEN will be secured.

A budget is set aside to support improvements and developments in SEN equipment. This would be sought with specialist advice. We are eager to get the best equipment available to assist pupils.

7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child

When a child enters Westwood Park, all details of the child's needs and progress etc are discussed and recorded. Parents have daily access to staff. There are termly IEPs/IBPS written which are shared with parents in written form and through a meeting when needed. Parents attend a parents' evening 3 times a year. Mini reports on every pupil are sent home half termly and a full report in the summer. All reports from outside agencies are shared with parents.

8. The arrangements for consulting young people with SEN about, and involving them in, their education

SEN pupils, alongside all other pupils, have daily access to high quality staff including class teachers, TAs, Lunchtime assistants, a Learning Mentor and the Head. When appropriate, they help to devise Individual Education and Behaviour plans and with guidance monitor their own progress. Pupils and parents can speak to staff on a daily basis. The Head is almost always available without an appointment if any further concerns arise.

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

The Complaints Procedure is available on the school website (Westwoodparkcommunityprimaryschool.co.uk) and through the school.

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 SEN and in supporting the families of such children

School has close links with Health and Social Services. We meet regularly to discuss developments and on going needs. Scheduled meetings take place on a regular basis to help families. Staff access regular training on health and social services' documentation and procedures.

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

Who to contact:

Inclusive Learning Services

First Floor
Burrows House
10 Priestley Road
Wardley Industrial Estate
Worsley
M28 2LY

Special Educational Needs Team
Second Floor
Unity House
Salford Civic Centre
Swinton
M27 5AW

Telephone the SEN team on 0161 778 0410 for advice.

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

Salford City Council Website.