



1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

As soon as we know which children are going to join the school in Reception, we contact relevant pre-school settings and find out if there are any needs we should plan for; we also carry out home visits and have information forms to be completed by the families of new children coming into Reception, where you can share any concerns with us.

If there is a multi-agency meeting or annual review for a child at the end of pre-school provision, the SENCo (Special Educational Needs Coordinator) and a relevant teacher from the school will make every effort to attend this meeting, so that they can meet you and begin to plan provision before the child comes into Reception.

For all children coming into school, with or without special needs, there are assessments and checks in place throughout each school year to track children's academic progress, including regular meetings with parents (please see the graduated response diagram mentioned below for more detail). If any significant concerns arise about progress, the first step would be for the class teacher to discuss these with you.

When children come into the school from other schools, the class teacher would aim to meet their families as soon as possible, so you would have chance to share any needs, and the school office staff would contact the previous school to ask for any relevant information to be sent on. Also, the information on the SIMS system should be automatically transferred across, so if there are known needs these should be picked up. In addition, once a new child has joined the school there is an agreed protocol for the class teacher to carry out assessments in literacy and numeracy within a month, to allow accurate tracking of the child's progress after they have joined our school. Of course we also rely on you, as the family of the child, to tell us if you have any worries, or if you feel any information has been missed or lost in the transfer from the previous school.

Staff in the school are also trained to notice warning signs which may indicate underlying issues (such as working memory problems, dyslexic tendencies, Attention Deficit Hyperactivity Disorder ADHD, Autistic Spectrum Disorder ASD, dyscalculia and so on). If they suspect there are any underlying issues affecting a child's learning, they will contact the family to discuss these concerns.

There are also flow charts for staff and families to use to identify levels of need and potential underlying causes of difficulties, which are available on the SEND part of the school website:

<http://www.westburyparkschool.co.uk/>

All the information relating specifically to SEND can be found under '**curriculum**' and then '**SEN**'. These flowcharts can give a sense of which difficulties fall within the range one would expect in the general population at school, and which may lie in the area of special needs.

If a child has significant issues with behaviour, or seems particularly unhappy, or has significant changes in how they are behaving at school, you will be contacted by the class teacher. The school **behaviour policy** can also be found on the website. The teacher may also discuss any concerns with the school SENCo, for advice and ideas for how best to support the child. If necessary, the SENCo will then become involved and will meet with you.

If you are worried and think your child has special educational needs that are being missed by the school, your first step would always be to talk to the class teacher. Teachers can be contacted in person (usually the end of the day is better than the morning), or you can ring the school on 0117 3772676 and leave a message asking to meet them, or you can write a note for them, or you can email them via the school office.

If you are still worried, you can also speak to the school SENCo Clare Heysham. As SENCo, she has access to additional assessments and can carry these out if necessary. She can also refer on to outside agencies if this is needed. She is in school Tuesdays, Wednesdays and Thursdays. If she is busy teaching, or in a meeting, you can ring and leave her a message on 0117 3772676, or can email her on:

mrs.heysham@westburyparkschool.co.uk

You can also find further advice and information on the school website (details above). The local authority website is also very useful:

<http://www.findabilitybristol.org.uk/>

If you would like to see some more detail about the kinds of assessments used, please refer to the Westbury Park **graduated response** diagram, which can be found on the school website in the SEND section. You can also see the Westbury Park **SEND policy** on the website.

The governors are also involved in ensuring that children with SEND are identified and supported. The governor who is currently responsible for this area is Rev Emma Langley, who can be contacted via the school office or by email at:

rev.langley@westburyparkschool.co.uk

2. How will teaching be matched to my child's needs?

Class teachers plan very carefully to match lessons to the learning needs of the whole class. They differentiate their plans, which means that they make sure a number of different levels of ability can understand what is being taught. The usual differentiation would be along the lines of 'must, should and could' – so the aim would be for all children to be able to accomplish the 'must' learning goal, most to achieve the 'should' and a few to achieve the 'could' goal. Often children will achieve at different levels in different subjects. Some lessons will be differentiated by outcome, so that everyone can have a go and children will achieve different kinds of results.

For children with SEND the teacher will adapt teaching methods and employ strategies to make sure the teaching matches the child's needs. Teachers may give the child specific, individual targets (e.g. 'I want you to write three lines'), they may adapt a task so the child can access it more easily (e.g. enlarging script for a child with a visual impairment or providing a structure called a 'writing frame' for a child with dyslexia), they may sit with that child and support them through a certain task, or they may ask the year group teaching assistant to work with that child.

For some subjects there are smaller groups which a child with SEN may be part of, although being in one of these smaller groups does not mean that your child has SEN. There are examples of the kinds of groups used in the **graduated response** diagram. These tend to be flexible and change with the needs of each year group as they move up through the school.

3. How will we all know how my child is doing and how will we work together to support his/her learning?

If your child has been formally identified to have an SEND of some kind, they will be put on the school's SEN register on SIMS. For some children with identified SEN there will also be a plan for the individual child, which is called a '**pupil passport**'. This plan will be written with you, your child, the class teacher and the SENCo involved.

The passport will be child centered and very clear about your child's strengths and needs. It will set out how we as a team – the child, the school, the family – will work together to help him/her reach the targets that we all feel are important. The kinds of support available at school will range from some additional small group work, or strategies for the child him/herself to use, to 1:1 support from a teaching assistant for some of the time. For examples of the kinds of support and strategies likely to be used at different levels of need, please refer to the **graduated response** diagram.

Pupil passports will be updated as necessary, often three times a year, to adapt to changing needs and progress. This will be done by meeting with you and your child, usually at the end of the school day, to review the plan, discuss progress and then either update the passport or decide that it's no longer needed. Some children will have long term needs and will have a pupil passport for much of their school career, others may have one for a brief period and then move off the SEN register once their needs have been met. These meetings will be in addition to the usual parents' consultation meetings that are held throughout the year.

For children with higher levels of need, there may be a more detailed long term plan, called an **Education Health Care Plan** (EHCP). This has replaced the older 'statements'.

The criteria for needing an ECHP are decided nationally and at LA level, and should be found on the local authority website:

<http://www.findabilitybristol.org.uk/>

4. What other kinds of support will there be for my child's overall wellbeing?

Westbury Park has very high standards of pastoral care and individual responsibility. The school has a strong values based ethos and uses a range of resources, including the Jigsaw resources and a whole school commitment to having Circle Time at least once a week across all age groups and classes.

From time to time children may be invited to join small groups to develop friendships or help build confidence or self-esteem. These groups are typically run by our highly skilled Teaching Assistants and last between four and ten weeks. We have an ELSA trained Teaching Assistant available to work with children in school. In addition to this, we offer an after school club called Gingerbread Club to give children the opportunity to develop confidence or self-esteem in a small, supportive group after school.

We are also able to offer Drawing and Talking (art based therapy), Pride in Play and Play Therapy for individual children when a child has particular needs that we believe these strategies would be able to support. The SENCo or Headteacher always liaise with parents and teachers before children are invited to join these groups.

5. What specialist services and expertise are accessed by the school?

Westbury Park is not a specialist school and as such has no dedicated medical or specialised SEN staff. Staff work as general teachers/teaching assistants who may at times be involved in supporting individual children with SEN (see more about training below).

However, the school does have an SEN budget which may be used to refer to outside agencies, as needed to meet your child's needs (in line with the school **SEND policy**). This budget is a finite pot of money and needs to be agreed each year by the governors; there are significant demands on this budget. Governors and members of the School Leadership Team therefore work together with parents to determine whole school priorities for support, based on need.

In the last few years we have worked with:

- SENCAT
- child and adolescent mental health services (CAMHS)
- medical practitioners (paediatricians, paediatric neurologists etc)
- the SHIPS team (supporting head injured children in schools)
- speech and language therapists (SALT)
- occupational therapists (OT)
- physiotherapists
- sensory support staff
- educational psychologists (EP)
- social care
- autism outreach team (BAT)
- play therapists

6. How are staff trained so that they are best able to support children with SEND?

All teaching staff, and most teaching assistants, have had some training over the last few years in autism, dyslexia, attachment disorder, working memory issues, speech language and communication needs and obsessive compulsive disorder. This is delivered as a rolling programme through a series inset days delivered by the school SENCo or visiting outside speakers. All staff in the school have regular safeguarding training and we have all undertaken the Team Teach training, which is also regularly updated (see link to the Team Teach website: <http://www.team-teach.co.uk/>).

In addition, the SENCo keeps a library of resources on each of the four areas of special need which can be borrowed and used by all staff as the need arises. This is also a resource shared with parents and families as requested. As the SENCo learns new information, she endeavours to share it as widely as possible so that expertise is spread throughout the school.

Individual staff members have studied areas that interest them or that they have needed to work with

specific children. For instance, we currently have an experienced HLTA who has a high level of expertise in speech, language and communication issues having carried out two years of training with the local SALT team; we have two staff who are qualified in delivering the Drawing and Talking therapeutic intervention; we have a number of staff who have worked with CAMHS on a 'chill skills' course who now deliver the Gingerbread club, an ELSA trained TA, Lego therapy trained TAs and so on.

This is a constantly changing picture, but the overall approach of all the staff in the school, teaching and non-teaching, is a commitment to lifelong learning and to improving our own skills. As new children arrive and new needs emerge, so we will undertake training or do the research needed, with the support of the school SENCo and the school management team, to understand and meet the needs of these children.

7. How will my child/young person be included in school trips?

If a child has SEN, then each trip will be approached separately and the risks involved assessed. If a child needs additional adult support, this will be put into place where possible. Some children have their own individual risk assessment, which will be consulted if relevant.

For longer, residential trips, we plan ahead well in advance. The class teacher and SENCo will invite you in as a family and we will discuss together how we can make the trip a success (for instance we have organised pre-visits by the child and family, or photos for the child to see in advance; we have made sure the child is in a room and with peers that will work best for that child; we have had contingency plans ready for if a child needs to come home early).

8. How accessible is the education setting?

Westbury Park School was built in the Victorian era and has a number of steps and stairs, making it less than ideal for wheelchair use. The Year 2 classrooms are located on the first floors of two former Victorian family houses and have limited disabled access.

As a school community we are committed to making the school more accessible for everyone and will do everything reasonably possible to help wheelchair users and others facing mobility challenges to access the building. There are ramps to the front of the school and at the Key Stage 2 door, which does allow wheelchair access. There is also a dedicated disabled toilet in the main building.

In recent years there has been a lot of work done on the main building to promote accessibility by building ramps, improving access and lowering light switches to be reached by wheelchair users.

Parents of children who have limited mobility or any other kind of physical need are encouraged to contact the school to visit us and talk about how the school can help accommodate their child's needs. We will do everything we reasonably can to meet the needs of children and adults with accessibility challenges. The school has an [accessibility plan](#) and an [Equality Policy](#) which gives more information.

9. How will the school prepare and support my child to join the setting or transfer to a new setting?

When a child with significant needs is coming to us, and when we have sufficient warning, we make sure we have plans in place for support, that we meet the child and the family before they come to the school, and that we gather all the information we can from the old school so we know how best to

support them in the transition. We may visit the child in their previous school and talk to teachers and the SENCo if this is necessary.

We can be very flexible, for instance we may encourage a phased transfer, with some time coming to the school on a part time basis until the child feels truly settled. In our experience, it is vital that we get these first few days right. For this reason it is really important that you as a family keep both schools informed when a move is being planned.

We can also help children prepare for coming to our school by sending home information for them to read with their families, or organising individual visits so they can come round and take photos or ask questions with their families, often at the end of the day when the school is empty. (Please also refer to Section 1 for more information on how we plan a smooth transition into our school from other settings.)

If a child with SEND is going to move from us to a new school, our SENCo will happily speak to the SENCo in the new school. We do rely on families to tell us about moves, preferably in advance, so that this is possible. The SENCo will also send all relevant paperwork on to the new school. Often, teachers will have a phone conversation about children who have moved. We will talk to the child and their family about the kinds of things they want to know about the new school and will help them find these things out if they want us to help with this.

For regular transfers, such as the transfer to secondary school, there is a planned set of visits and activities that happen towards the end of year six, both within Westbury Park (where we run a small group for children who need some extra help with the process of transition) and with the new school .

There will be activities for all children and there will be special additional visits for children with EHCPs for most local secondary schools. Again, the SENCo will insure that all relevant information is passed on and will often meet in person with the new school's SENCo.

If a child with a statement or EHCP is moving school and this is known in time, the new school will be invited to the relevant annual review, although it is not always possible for secondary schools to attend. If a child is coming to us, we will attend an earlier annual review if possible.

10. How are the school's resources allocated and matched to children with SEND?

Much of the SEN support within the school is delivered by the year group teaching assistants and the class teachers themselves, who are in any case part of the whole school budget.

The school has a separate budget for SEND, and the SENCo prepares a whole school costed provision map each year, working with the school business manager. This is a record of the high level, individual support provided by the school (at the top of the graded provision diagram). This will cover children who are being funded at the Band Two or higher levels of need (for band descriptors please refer to the LA website).

Details of the school's budget can be found on the school website under the Annual Accounts of the Academy Trustees. The leadership team of the school, along with the governors, will also look at levels of need and may reallocate resources as needed within the school year.

The school's **SEND policy** also shows how different levels of support are decided, for instance the criteria for bringing in an external agency which has to be paid for.

12. How are parents involved in the education setting? How can I be involved?

Westbury Park School aims work in partnership with parents/carers by involving and informing by:

- Explaining how the school operates through its weekly newsletter, information evenings, parent workshops and its website;
- Offering a range of ways of communicating between school and parents that meet parents' needs and circumstances including translation services;
- Encouraging all parents/carers to participate in the life of the school, for example explaining how they can help in classrooms, trips, become year representatives or join the WPSA and Governing Body;
- Ensuring that parents understand how well their child is progressing through regular progress checks and end of year report;
- Explaining how parents can help their child at home, for example class-based parent workshops and information evenings
- Maintaining good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice;
- Encouraging members of the local community to join in school activities and celebrations;
- Ensuring that the parents/carers of newly arrived pupils are made to feel welcome.

Parents are welcome to help children in class, either on a regular basis or for a one-off event or visit, by arranging this with their child's class teacher. The WPSA meets every term and warmly welcomes new members to get involved and find out more about the school. There are Parent Trustees on the Governing Board and elections are held when there is a vacancy. All these events are advertised in the school newsletter.

13. Who can I contact for further information?

Please contact Clare Heysham, the school SENCo, if you would like any further information.

mrs.heysham@westburyparkschool.co.uk