



West Road  
PRIMARY ACADEMY

# West Road Primary Academy

## SEN Information Report

2019

Date Updated:

October 2019

Person Responsible:

**SENCO**

Frequency of Review: 1 year

## **SEND Information Report**

### **The kinds of Special Educational Needs that are provided for in school**

In our school, we work with children who have a visual impairment and hearing impairment. We can support children with literacy and numeracy difficulties. We also cater for children on the Autistic spectrum. We can support children with physical difficulties. However, there are some restrictions in access in some parts of the school.

### **The name and contact details of the SENCo and further contacts where parents/ carers may have concerns.**

If you have any concerns about your child's special educational needs, then a meeting with the SENCo and Inclusion Manager can be arranged if you contact the school on 01405 812734 or talk to the school office.

### **Policies for identifying children and young people with SEND and assessing their needs.**

SEN Policy

Disability Equality Scheme

Inclusion Policy

### **Arrangements for consulting parents of children with SEND and involving them in their child's education.**

Parents meet with class teachers at parents' meetings where the child's education and targets are discussed. The SENCo may contact parents if further concerns need to be discussed.

Parents are welcome to contact the school to arrange an appointment with the SENCo if they have concerns about their child's special educational needs.

### **Arrangements for consulting young people with SEND and involving them in their education.**

Children have 1:1 meetings with class teachers throughout the year to discuss progress and achievement. Children are involved with the setting of targets and have a target folder which is kept with them at all times.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.

Children are assessed regularly and this is discussed between the child and the class teacher. This is also reviewed at parent meetings. Interventions and targets are also reviewed at these meetings with child and parent.

### **Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.**

As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

Children complete transition activities when moving up to secondary school and if needed further sessions can be arranged to support the child's need.

### **Approach to teaching children and young people with SEND**

Teachers are made aware during transition of children with special educational needs. Strategies and interventions already used and the impact of them are discussed. Teachers differentiate work to support these needs and use strategies and resources as needed.

### **How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND**

Classrooms are made accessible for all children in the class including strategies such as visual timetables as needed. Outside agencies such as the Visual Impairment team, Behaviour Support team, Occupational Therapists and the Educational Psychologist support teachers with strategies to support access to the curriculum. Teachers consider how lessons are displayed and support children with (for example), visual clues.

### **The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.**

We have access to the Specialist Education Team which includes support for children on the Autism team. We can refer to the Speech and Language, Occupational Therapy, and Physiotherapy teams. We can also refer to the Visual and Hearing Impairment team. Staff in school have had training from the autism team. Some staff have worked alongside the Visual Impairment and the Speech and Language team to continue programmes with children in school. The Inclusion Manager has completed the National Award for Special Educational Needs Coordination.

### **Evaluating the effectiveness of the provision made for children and young people with SEND**

Provision maps (which outline which children are receiving intervention in each class) are evaluated and amended every term. As the interventions are taking place teachers and teaching assistants will discuss any concerns and amend the provision as necessary.

### **How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEND**

Teachers consider any difficulties or barriers that may exist during an activity and support children with SEND by providing support, differentiating or using different resources.

### **Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.**

West Road Primary School have a dedicated Family Support Worker who supports the pastoral care (as necessary) of children with SEND. We also have a buddy system in place which is available to all children at break and lunch times to discuss any concerns.

### **How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.**

The SENCo will contact the relevant agencies as needed. This could be as a referral or for advice. Meetings will be set up with children and parents as needed.

**Arrangements for handling complaints from parents of children with SEN about the provision made at the school**

The complaints policy will be followed with additional involvement of the SENCo. Additional support is also available for parents from the parent partnership in Doncaster on 01302 736920

**Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published.**

We are a community primary school who can support children with SEND.

The local authority's offer can be found at

<http://www.doncasterchildrenandfamilies.info/disabilities.html>