

**Westminster
Primary
School**

**Nurturing Minds...
Inspiring Excellence**

This school is committed to developing and maintaining excellent relationships in an open, transparent atmosphere of mutual trust. We provide a stimulating, challenging curriculum within a safe, happy environment.

Our children will gain a lifelong love of learning and a thirst for knowledge, enabling them to achieve the brightest of futures, confidently contributing as citizens of the global community.

SEND Information Report

30/9/2019

SENCO: Mrs Yogita Patel

SEND Governor: Roy Fackrell

Contact: 0121 464 2369

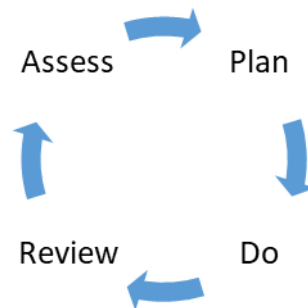
Dedicated SEN time: 2 days (Wednesday pm, Thursday & Friday am)

Local Offer Contribution: See school website for the link.

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Concern from class teacher/Parental concerns. External agencies involvement where appropriate.

Plan: Teachers & SENCO

Do: Teachers/Support staff & SEND team External Agencies: (PSS, PDSS, COBS, CAT Team, and Educational Psychologist)

Review: Teacher/TAs & SENCO/Parents

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

(Reference: SEN Policy)

As of **(30/9/2019)**, we have 57 children or young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. Book scrutiny, learning walks, pupil conferencing, pupil progress meetings and planning scrutiny.

We have achieved The Wellbeing Award (July 2019). This has supported the SEMH of all pupils' in our school.

Our pastoral support has provided sessions on the following

- *Friendship groups*
- *Resilience workshops*
- *'The Happy to be me' programme.*
- *1:1 support*
- *Targeted small group work*

Our Educational psychologist and COBS support provides us with strategies to support children with SEMH.

Our Accessibility plan allows us to enable all pupils with a disability to fully access all areas of the curriculum.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents evening	Teachers, parents and pupils	Once a term
SEND Review Meetings	SENCO, SEN team and parents	Once a term
Expectations meeting	Teachers and parents	Beginning of the academic year.
Multi-agency meeting	SENCo, class teacher, parents and professionals involved.	When needed

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level (as per p58 of SEN Code of Practice 2014)
YP	Safeguarding, SENDCo award, Diabetes training, Wellbeing Award Lead	(PGC)
MS	Safeguarding (Deputy DSL)	
BH	Safeguarding (Lead DSL)	
DH	Safeguarding	

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Two SEND Teaching Assistants

TA 1 – 4 days a week

TA 2 – 2 days a week

KS1 has a teaching assistant allocated to them, KS2 share a TA in each year group.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome **3** children and young people with special educational needs or disabilities and we supported **6** number of children and young people transition to the next phase in education or employment.

Complaints

A copy of our school complaints policy is available in the 'Policy Documents' section of our website.

info@westmnst.bham.sch.uk

This year we have 0 number of complaints that were dealt with, regarding SEND.

Challenges this year

Challenges for our school have included embedding new SEND practice and provision Utilising the knowledge and theory from NASENCo qualification. SEND team been redeployed due to budgetary constraints.

We intend to address this through:

The SEND consultant support.

SEND team will be closely monitored.

CPD sessions to support staff in developing strategies to work with SEND pupils.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

SEND provision monitoring cycle

Continue to develop provision mapping.

Staff to continue to access high quality CPD around SEND and Teaching & Learning

Relevant school policies underpinning this SEN Information Report include:

[Teaching & learning Policy](#)

[Wellbeing Award policy](#)

[SEN Policy](#)

[Behaviour Policy](#)

[Accessibility Plan](#)

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: 30/10/2019