



Headteacher: Richard Bamber

westburyparkp@bristol-schools.uk

SEND Information Report

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 children are going to join the school, we contact relevant settings and find out if there are any needs we should plan for. We collect information forms to be completed by the families of new children 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 SENDCo (Special Educational Needs and/or Disabilities 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 a 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 school management information 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 English and maths 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.

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's positive behaviour policy can be found on the website. The teacher may also discuss any concerns with the school SENDCo, for advice and ideas for how best



Headteacher: Richard Bamber

westburyparkp@bristol-schools.uk

to support the child. If necessary, the SENDCo 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 at the end of the school day if convenient, 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 SENDCo, Claire Reed. As SENDCo, 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. You can email her on: ms.reed@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: <https://www.bristol.gov.uk/bristol-local-offer>

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 Helen Bryer, who can be contacted via the school office or by email at: ms.bryer@westburyparkschool.co.uk

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. 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 SEND may be part of, although being in one of these smaller groups does not mean that your child has SEND. There are examples of the kinds of groups used in the graduated response diagram. These



Headteacher: Richard Bamber

westburyparkp@bristol-schools.uk

tend to be flexible and change with the needs of each year group as they move up through the school.

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 additional need of some kind, they will be put on the school's SEND register on SIMS. For some children with identified SEND there will also be a plan for the individual child, which is called a Learning Plan. This plan will be written with you, your child, the class teacher and the SENDCo involved.

The Learning Plan will set out how we as a team – the child, the school, the family – will work together to help them 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 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.

Learning Plans will be updated as necessary to adapt to changing needs and progress. Some children will have long term needs and will have a Learning Plan for much of their school career, others may have one for a brief period and then move off the SEND register once their needs have been met.

For children with higher levels of need, there may be a more detailed long term plan, called a Support Plan which may lead on to an Education Health Care Plan (EHCP).

The criteria for needing an EHCP are decided nationally and at LA level, and should be found on the local authority website: <https://www.bristol.gov.uk/bristol-local-offer>

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 Kapow PHSE resources and a whole school commitment to having values based assemblies 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 ELSA trained Teaching Assistants 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 small

group nurture groups such as Drawing and Talking (art based therapy), or social skills groups for individual children when a child has particular needs that we believe these strategies would be able to support. The SENDCo or Headteacher always liaise with parents and teachers before children are invited to join these groups.

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 SEND staff. Staff work as general teachers/teaching assistants who may at times be involved in supporting individual children with SEND (see more about training below). However, the school does have a SEND 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

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, ADHD, 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 of INSET days delivered by the school SENDCo or visiting outside speakers. All staff in the school have regular safeguarding training and most have undertaken the Team Teach training, which is regularly updated.



Headteacher: Richard Bamber

westburyparkp@bristol-schools.uk

In addition, the SENDCo 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 SENDCo 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.

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 SENDCo and the school management team, to understand and meet the needs of these children.

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

If a child has additional needs, 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 SENDCo 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 if a child needs to come home early).

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 1 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 accessible 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.



Headteacher: Richard Bamber

westburyparkp@bristol-schools.uk

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 statements on the website which give more information.

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

When children join the school, we have contact with their previous setting to plan for the move to Westbury Park. When children join us in Reception, the Early Years team will get in contact with all Nursery settings to ensure that we receive information on individual children's needs. Where children have identified Special Educational Needs then we may make visits to the Nursery setting so that we can have a clearer idea of how their current setting supports their needs. We also have a carefully planned transition programme which includes opportunities for children to visit Westbury Park for short play sessions, and where parents and carers have time to meet staff and talk about their child and any support needs. We can then put in place extra support according to need.

Similar principles apply when children join the school at later year group stages. Parents and carers are always welcome to come and visit the school before deciding to make a move of school. They can then meet with the SENDCo to discuss particular Special Educational Needs and how Westbury Park can support their child. Before a child arrives at Westbury Park, we would wherever possible, make sure that we have good handover information from the previous school to understand children's needs and so we can plan for their arrival.

For children joining at later stages of the school, we can be flexible and support the transition in different ways according to individual needs and circumstances. This could include initial visits to the school and meeting the class teacher at a quiet time, having a booklet of key information and pictures to read ahead of joining the school, and having a 'buddy' to support the child in the early days of joining the school. We will request information from the previous school so that we can best understand the child's support needs.

As all children transition to secondary at the end of Year 6, we work closely with the receiving schools to work on transition programmes so that children are prepared for their new school environment. For children with higher levels of need and have an Education Health and Care Plan, there are usually additional transition events that staff at Westbury Park will support (for example attending orientation days and meeting with SEN secondary staff).

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

The school receives as part of its budget an amount of money which is a contribution to the cost support for pupils with SEND. Most of the costs will be in the overall staffing costs of the school. The delivery of support will usually be by the Teaching Assistants working in a year group, or by the class teachers.

Support is matched to pupils according to assessment of their individual needs. This may be in the form of small group or individual interventions, it can also be in the provision of particular resources or equipment.

Where a child has a high level of SEN, they may have an Education Health and Care Plan. This plan will set out statutory support needs and provisions which will be funded by the school's budget and a contribution from the Local Authority.

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

Westbury Park School aims to 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.



Headteacher: Richard Bamber

westburyparkp@bristol-schools.uk

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 Claire Reed, the school SENDCo, if you would like any further information.