Westwood First School - Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type

Westwood First School - Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Westwood First School
Type of Setting *(tick all that apply)*	☑ Mainstream ☐ Resourced Provision ☐ Special ☐ Early Years ☐ Primary ☐ Secondary ☐ Post-16 ☐ Post-18 ☐ Maintained ☐ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)
Specific Age range	4-9
Number of places	300
Which types of special educational need do you cater for? *(IRR)*	We are an inclusive mainstream setting catering for ☑ children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. ☐ We are an inclusive setting that offers a specialism/specialisms in

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters ***IRR*** (Information Report Regulations).

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Questions from the Parent/Carer's Point of View:

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Identification

How will you know if my child or young person needs extra help? ***(IRR)***

Children who need extra help are identified as soon as possible in our school. Initial identification is usually through comments and concerns brought by parents, the pupil's previous school, or school staff working directly with the child. It may also be through a lack of progress over a term; a change in the child's behaviour or observation indicates that the child has an additional need in one of the following four areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical

- Initial concerns will be raised with the school's SENDCO. Following this, the SENDCo, the child's teacher and other staff who work with the child, the child and the child's family will discuss what the desired outcomes are for the child and what provision may be necessary to achieve the outcomes.
- Following discussion, it may be appropriate to follow a programme of early intervention designed to target the area of need or to move straight to a support plan.
- The SENDCO keeps a register of children who need additional support in order to plan provision and monitor progress.

What should I do if I think my child or young person needs extra help?

If you are concerned about your child needing extra help then you should speak to your child's class teacher in the first instance who will be happy to arrange an appointment with you. The class teacher will then speak to the SENDCo. Alternatively, you may wish to contact the SENDCo directly by making an appointment via the school office.

Where can I find the setting/school's SEND policy and other related documents? ***(IRR)***

- All school policies relating to SEND can be found on our website **http://wfs.ttlt.org.uk/about-us/policies/**

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

All pupils will be provided with high quality differentiated teaching to meet the diverse needs of all learners. Pupils with a disability will be provided with reasonable adjustments to ensure they can access the curriculum.

If a pupil requires additional support, they may be placed in a small group run by a teacher or TA for additional support either in or away from the classroom. These interventions usually run for a term and may include both children on the SEND register and those who are not. The adaptive teaching being provided will also be reviewed and if necessary the teacher will be provided with additional strategies to further support the progress of the child.

If the initial intervention does not increase the rate of progress, the school will consider whether the child will require SEND support. The views of the child and the parents will be taken into consideration. Appropriate interventions will be identified, recorded and implemented by the class teacher with support from the SENDCo, with the aim of increasing both progress and independence in learning. A child needing targeted SEND support will have a SEND Support Plan drawn up by the class teacher in consultation with the parents and the child, supported by the SENDCo and, where necessary, outside agencies. This will be based on the child's individual needs and include academic and developmental targets for them to work towards. It will also detail the additional support, which may be adjustments in the classroom (such as a coloured overlay or a sloping writing desk), or TA support.

The effectiveness of these interventions is monitored termly with parents to ensure maximum impact. The individual outcomes of interventions are recorded on a provision map which is completed by the class teacher and monitored by the SENDCo.

The school has a range of intervention programmes to support children, which go beyond class based approaches. Some are published or commercially available packages; others are bespoke/personalised approaches based on best practice guidance. For those with significant or complex needs, including children with EHCPs, the school seeks the advice of specialists, for example: speech and language therapists, occupational therapists, education psychologists, autism inclusion team. In some cases these specialists might work in school with the child, or school staff might observe sessions in order to gain new skills from these specialists. These specialists may also deliver training to school staff.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. Where pupils have SEND, class teachers will know the pupil's strengths and areas for development, and will make every effort to provide for these. Their work may be further adapted by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. Specially trained support staff may be able to implement the teachers' modified/adapted planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will

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Teaching, Learning and Support

be adapted on a daily basis if needed to meet your child's learning needs.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. Provision may include: teaching assistant support individually or in small groups; bought in support from external agencies e.g. SENISS; provision of specialist resources e.g. writing slopes; staff professional development relating to SEND
- Where a child's needs become more complex or they are not making progress despite the additional provision that has been put in place, additional funding may be requested from the local authority and/or an application for an Education, Health and Care Plan may be made.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?*(IRR)*

- The type of support that a child may need will be discussed by staff, parents and child when needs are initially identified. Where a child's needs are more complex, advice may be sought from other agencies, with permission from parents. (***IRR)***

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

- The school has a range of equipment and facilities available to support children with SEND and these are regularly evaluated and updated.
- Some specialist equipment can be provided through the school budget eg. writing slopes, sensory circuit equipment.
- For more specific equipment there is a number of outside agencies who can be contacted to provide this equipment on a loan basis i.e. specific wheelchairs

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

Your child's progress is continually monitored by his/her class teacher.

• His/her progress is reviewed formally every term in reading, writing and maths, using age related expectations, as well as progress in other subjects, as appropriate.

• At the end of year 1, all children take the phonics screening test and at the end of year 2 all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.

• There will be termly meetings with parents of children with SEND to discuss the progress the children have made towards their individual targets.

• The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

We will keep you informed in a variety of ways, which may include: informal conversations, letters/certificates sent home; annual school reports.
We will share with you different ways in which you can support your child with their learning at home, eg. through regular reading practice.

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Teaching, Learning and Support

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

- We regularly ask the children their views eg. via a termly review with SEND children and annually before an EHCP review, through the SENDCO's termly pupil voice questionnaire, and more generally through Pupil Voice opportunities via the Rights Champs, School Council, and subject leaders' termly pupil voice questionnaires.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

We hold a termly SEND review where we look at the progress of each child with SEND and review the support that they are being offered. We also have a termly review meeting with parents, involving children at a level appropriate to their age and ability, to discuss the children's progress, along with annual reviews where children have EHCPs. Additionally, we ask parents to complete an annual questionnaire so that we can gauge their views.

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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

We take a number of steps to ensure that all children can take part safely in all areas of the curriculum and on school trips. For example:

- Risk assessments are carried out regularly within school and prior to any off-site activity to ensure that everyone's health, safety and wellbeing are fully considered and supported.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, we will endeavour to provide additional support. This may include asking a parent or carer to accompany their child during the activity in addition to the usual school staff if it is felt that this would benefit the child.
- We also ensure that your child will be safely handed over to a member of staff at the door each morning and to the nominated adult in person at the end of the day.
- Where a child may require additional support during break/lunch or transitional times, a nominated member of staff will be allocated.

What pastoral support is available to support my child or young person's overall well-being?

All school staff work hard to know our children and families well and build supportive and nurturing relationships throughout school. Children know that they can talk to any member of staff and they will be listened to. We have a whole school focus on promoting positive mental health and emotional well-being, and we use the SCARF scheme as a basis for our PSHE teaching which includes teaching the children about how to make friends and about anti-bullying.

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Keeping Students Safe and Supporting Their Wellbeing

How will the setting, school or college manage my child or young person's medicine or personal care needs?

If required, and in agreement with parents/carers and the Head teacher, prescribed medicines are administered in school where a signed medication form is in place. All medicine administration procedures adhere to the LA policy and DfE guidelines included within *Supporting pupils at school with medical conditions (DfE) 2014.*

Pupils having a medical or intimate care need may require a detailed Care Plan which is compiled by the school in consultation with the school nursing service/ medical professionals and parents/carers. These are discussed with all staff who are involved with the pupil. Pupils will be supported with their intimate care and personal needs, including dietary, where necessary.

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

Personal, social and emotional well-being is at the heart of our school and everything we do. For pupils requiring further support, the school uses emotional coaching techniques when required and a child may work in a small group to develop the skills they need to work on. This work is supported through regular discussions by class teachers, teaching assistants, the head teacher and families. We use the Boxall profile to help identify specific areas of development and measure progress towards them. For more complex needs, the school may seek the services of other agencies e.g. Mental Health Support Team or Child and Adolescent Mental Health Services (CAHMS).

What support is there for behaviour, avoiding exclusions and increasing attendance?

The school has a clear behaviour policy which is implemented consistently through school. We aim to support all children in managing their behaviour, using a variety of strategies and seeking support from external agencies if necessary. Exclusion is used very rarely and only when unavoidable. A copy of the school's behaviour policy and exclusion policy can be found on the school website. Attendance is monitored regularly by the head teacher and there are a series of procedures based on working closely with families should a concern about attendance arise. This may involve support from the Education Welfare Officer.

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Working Together & Roles

What is the role of my child or young person's class teacher?

- Ensuring that all children have access to consistently good teaching and that the curriculum is adapted to meet your child's individual needs
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCo as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Who else has a role in my child or young person's education?

SENDCo:

Mrs K Gamble is responsible for:

• Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

• Ensuring that you are:

• involved in supporting your child's learning

• kept informed about the support your child is getting

• involved in reviewing how they are progressing

• part of planning ahead for them.

• Liaising with all the other people who may be coming into school to help support your child's learning e.g. The Speech and Language Therapy Service, The Educational Psychologist.

• Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.

• Providing specialist support for teachers and support staff in the school so that they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.

• Supporting your child's class teacher to write support plans (Assess/Plan/Do/Review)

• Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

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Working Together & Roles

Teaching Assistants

Teaching Assistant (TA) support may be allocated to a pupil with exceptional special educational needs and/or disabilities. They will liaise with your child's class teacher and the SENDCo regarding your child's support and progress.

Headteacher

Mrs. A. Johnson is responsible for:

• The day to day management of all aspects of the school, which includes the support for children with SEN and/or disabilities. She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.

• She will make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor

Mrs.S.Coleman is responsible for:

• Making sure that the school has an up to date SEND Policy.

• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.

• Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.

• Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Our school is committed to working in co-operation with all agencies. We regularly call, attend and lead multi-agency meetings to ensure our children are well supported. After these meetings, action plans are formulated to ensure that advice is shared appropriately with teachers/ teaching assistants and parents. Should it be necessary, an Early Help Assessment may be suggested to support the understanding and sharing of information about individual children.

What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

How are the adults in school helped to work with children with a SEND and what training do they have?

- The SENCo will support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with

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Working Together & Roles

SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and dyslexia.

- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, and Sensory service or medical /health training to support staff in implementing care plans.
- Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCo.
- SENCo attends updates and keeps up to date with changes to SEND provision.
- The school holds the Dyslexia Friendly Schools award.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

The school works with a wide range of services which are relevant to individual children's needs. These can include:

- Behaviour support;
- Health services such as GPs; school nurses; clinical psychologists; paediatricians; speech & language therapists; occupational therapists;
- Social and education services including - Locality Teams, social workers and Educational Psychologists.

Who would be my first point of contact if I want to discuss something?

Your first point of contact is your child's class teacher. The school SENCO is also available to support you in matters relating to SEND.

Who is the SEN Coordinator and how can I contact them? *(IRR)*

The SENDCo is Mrs K Gamble and she can be contacted via the school office by telephone or email.

What roles do have your governors have? And what does the SEN governor do?

The school governors have responsibility for ensuring the quality of provision across school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENCO take place to monitor the provision made for pupils with SEND. The SEND governor is Mrs S Coleman. The governor for looked-after children is Mrs S Coleman.

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

We encourage children to express their opinions, thoughts and feelings and have a number of opportunities in place for them to do so such as termly pupil voice interviews with the SENDCo, termly support plan reviews with their teacher/teaching assistant and on a day-to-day informal basis. More generally, we have a School Council, Rights Champs and other pupil voice opportunities.

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Working Together & Roles

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

We welcome parent support in school. For example, parent volunteers come into school to work with groups of children or support with administrative tasks which help the teacher. Parents are encouraged to support their child's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their child's teacher regularly. Parent governors are part of the governing body and when a term of office expires, details of how to stand are advertised through a letter to parents. We encourage parents to participate in the life of the school and to contact us as early as possible if they have any questions, concerns or worries.

What help and support is available for the family through the setting, school or college? *(IRR)*

The class teacher, SENCO or Head teacher can offer support in school in a number of ways such as helping to complete paperwork or signposting to agencies that can help. Information about parent support groups is shared through school letters and the school website. This can be arranged via the school office.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

We ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We endeavour to ensure that all pupils are able to attend enrichment opportunities such as after school clubs, school trips etc., making relevant adaptations for pupils with SEND to attend where reasonable and possible. We ensure that risk assessments are carried out and procedures put in place to enable all children to participate as fully as possible.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☐

Details (if required) The building is one on level and almost all of the building is wheelchair accessible

Are disabled changing and toilet facilities available? ☑

Details (if required)

Do you have parking areas for pick up and drop offs? ☑

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? ☐

Details (if required) N/A

We have an Accessibility policy in place (available to view on the school's website) and endeavour to make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Pupils with SEND are supported to access the facilities open to their peers, for example, through reasonable adjustments to the visual and auditory environment for learners with sensory impairments. Classroom environments and routines are designed to support pupils with Autism and Dyslexia. Where pupils and families require communication through languages other than English, the school may be able to seek support from a translator for key meetings.

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Transition

Who should I contact about my child/young person joining your setting, school or college? *(IRR)*

- Information about joining our school can be found on our website **http://wfs.ttlt.org.uk/**, by emailing the school office (**wfs.office@ttlt.org.uk**) or by telephoning the school office (01538 714990)
- Our admissions policy is also on our school website.
- We comply fully with the Equality Act 2010 and the School Admissions Code 2014 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child has a disability the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

How can parents arrange a visit to your setting, school or college? What is involved?

- Appointments to visit the school can be made by telephoning or emailing the school (details above)

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

Before joining our school, families are offered an informal visit and to meet the Head Teacher. In addition to the transition events for all pupils, for those pupils with SEND, families will be invited to meet with the SENCO to share information about the child's SEND and the provision which may be necessary. For those with a high level of need or an EHC Plan, we would want to hold a multi-agency transition meeting which is an opportunity for families and professionals to share information and for actions to be planned to ensure that the pupil is appropriately supported for transition to our school.
Wherever possible, we prepare pupils for transition to new settings in a manner which is most appropriate for the individual. This may mean additional visits to the new setting as well as sharing information with them.

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

The SENDCO, Mrs Gamble, or head teacher, Mrs Johnson, can provide up to date information about support services.

When was the above information updated, and when will it be reviewed?

Updated in September 2026; further updated in November 2026; to be reviewed in September 2027

Where can I find the Staffordshire Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at **https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx**

What can I do if I am not happy with a decision or what is happening? *(IRR)*

- We aim to ensure good communication between school and families and encourage parents to raise any concerns or worries promptly with the class teacher initially. If the class teacher is unable to help, then the SENDCo or Headteacher should be contacted.
- Parents can contact the class teacher informally at the end of the school day. They can also contact school by telephone (01538 714990) or email (**wfs.office@ttlt.org.uk**)
- If, after discussing their concerns, parents are unhappy then our complaints policy can be found at **http://wfs.ttlt.org.uk/** ***(IRR)***