

West Melton Primary School- SEND Information Report

Last updated: April 2021

SCHOOL NAME	West Melton Primary School
Address:	Stokewell Road Wath Rotherham S63 6NF
Contact Details: Telephone Email Website	01709 760538 office@westmeltonprimary.co.uk https://westmeltonprimary.co.uk
AGE GROUP	3-11 years
Numbers on Roll	106
Number on SEND Register	37/106 = 34%
EHCP	10
SENDCo	Miss Julie Key
Lead Governor for SEND	
Contact for the above	01709 760538
Name and number and email of a contact for Queries	Julie Key jkey@westmeltonprimary.co.uk

SUMMARY OF SERVICES/SUPPORT WEST MELTON PRIMARY SCHOOL

Glossary of terms:

SEND – Special Educational Needs and Disability

SENDCo – Special Educational Need Disability Co-ordinator

LSS – Learning Support Service

EHCP – Education Health Care Plan

LSA – Learning Support Assistant

SALT – Speech and Language Therapy

EPS – Education Psychology Service

ACT – Autism Communication Team

CAMHS – Child and adolescent Mental Health Service

		Universal	Additional School Support (no EHC plan)	With EHC
Communication and Interaction Needs	Autism Spectrum Condition (E.g. Asperger Syndrome, Pathological Demand Avoidance)	- Quality 1st teaching to include differentiation and personal interests and school routines -ACT support for all staff when required	-Personalised motivational strategies - ACT advice strategies -1-1 or group work on personal targets	-1-1 adult support on personal targets -Personalised motivational strategies - ACT advice strategies
	Speech, Language and Communication Needs	- Quality 1st teaching to include differentiation and speaking and listening opportunities such as talk partners -Access to advice and support from school based speech therapist -Small group speaking and listening groups e.g. Talking Tables	-Speech and language therapy delivered by a trained teaching assistant -Access to advice and support from school based speech therapist -Small group speaking and listening groups e.g. Talking Tables	-Speech and language therapy delivered by a trained teaching assistant -Access to advice and support from school based speech therapist -Small group speaking and listening groups e.g. Talking Tables

In the first instance, school staff or parents may approach the SENDCo to raise concerns over a child's communication. The SENDCo will arrange for trained staff within school to 'screen' the child for identifiable speech errors (e.g. problematic speech sound pronunciation). An intervention program will be created and the child will access this additional teaching for a period of six weeks. If the 'review, assess, plan and do' cycle identifies a higher need, a formal referral will then be made by the SENDCo. Children may then be supported by the Speech and Language Service. Speech and language therapists carry out assessments of children in and out of school and attend review meetings with parents and the SENDCo, to ensure that everyone working with the child is working together to optimise progress. Trained staff in school will follow the speech and language program provided by the service. The SENDCo will ensure that all involved staff are fully informed of the specific speech and language needs within their class and support the development of an educational environment conducive to promoting optimal progress. Where speech errors are not the concern, rather interaction and/or communication, the SENDCo will observe and monitor the situation. Other professionals may also be invited to observe a child and discuss any identified needs and potential strategies to overcome barriers with the SENDCo and parents. At this point a referral to either the Child Development (CDC) or the Child and Adolescent Mental Health Service (CAMHS) may be deemed necessary.

Cognition and Learning Needs	Moderate Learning Needs	-Quality 1st teaching with appropriate differentiation - Group interventions	-Learning support service (LSS) or educational psychologist (EPS) advice, support and target setting -1-1 or group teacher or teaching assistant support with targets	- Learning support service (LSS) or educational psychologist (EPS) advice, support and target setting -1-1 teacher or teaching assistant support with targets
	Specific Learning Difficulty (E.g. Dyslexia, Dyscalculia)	-Quality 1st teaching with appropriate differentiation - Group interventions	-Learning support service (LSS) or educational psychologist (EPS) advice, support and target setting -1-1 or group teacher or teaching assistant support with targets	- Learning support service (LSS) or educational psychologist (EPS) advice, support and target setting -1-1 teacher or teaching assistant support with targets

When a specific learning need is identified, that fails to be addressed by consistent Quality First Teaching, a child will participate in additional small group learning opportunities, alongside other children with a similar need. This could be within a child's own class or across the school. If a child does not 'catch up' and is identified as having a greater need than the rest of the group, an Individual Education Plan (IEP) will detail specific targets for the child to work towards on a 1:1 basis, timetabled at least 3 times throughout each week. At this point parental permission will be sought for their child to be placed on the school's SEND register. A child's IEP targets are reviewed each half term and shared with parents. Children may follow a detailed programme of intervention for a set length of time. For example, Fischer Family Trust.

Social, Emotional and Mental Health Needs	Social & Emotional Needs	-Quality 1st teaching especially in PSHE and circle time -Family Support Assistant Support -Educational Psychologist (EPS) advice	-Quality 1st teaching especially in PSHE and circle time -Family Support Assistant Support -Educational Psychologist (EPS) advice, support and target setting -Support from Positive Regard team.	-Quality 1st teaching especially in PSHE and circle time -Family Support Assistant Support -Educational Psychologist (EPS) advice, support and target setting -Support from Positive Regard team.
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When children display behaviour that is of continuing concern it is essential to address any underlying social or emotional need or a mental health problem, and not just the presenting behaviour. Close observation by the SENDCo, class teacher and if necessary other professionals aim to identify behaviour triggers. Staff are supported by the SENDCo to implement strategies to support certain individuals and/or small groups of children in order to identify the most beneficial approach. Discussions with parents, sometimes involving the school's Family Support Worker, take place enabling further exploration. Services, such as Educational Psychology, may be invited into school to work with/observe a child in order to identify a child's specific needs and report on recommendations. The SENDCo may also attend the Pupil Management Group (PMG) to present a child to a range of professionals to gain further advice. A nurturing approach that consists of positive strategies with training for all staff, and training where appropriate for positive handling is part of our school's graduated response. Where Autism Spectrum Disorder (ASD) is considered to be a possible diagnosis a child, with the consent of the parents, will be referred to either the CDC or CAMHS, dependent on the child's age.

Sensory and Physical Needs	Hearing Impairment Needs	-Early identification and testing with Hearing Impaired Service (HIS) -HIS advice with classroom approaches and adaptations - resources to support	-Early identification and testing with Hearing Impaired Service (HIS) -HIS advice with classroom approaches and adaptations - resources to support	-Early identification and testing with Hearing Impaired Service (HIS) -HIS advice with classroom approaches and adaptations - resources to support
	Visual Impairment Needs	-Early identification and testing with Visual Impairment Service (VIS) -VIS advice with classroom approaches and adaptations -resources to support	-Early identification and testing with Visual Impairment Service (VIS) -VIS advice with classroom approaches and adaptations -resources to support	-Early identification and testing with Visual Impairment Service (VIS) -VIS advice with classroom approaches and adaptations -resources to support
	Multi-Sensory Impairment Needs	-Early identification - school/classroom adaptations -flexibility in routines -resources to support	-Early identification - school/classroom adaptations -flexibility in routines -resources to support	-Early identification - school/classroom adaptations -flexibility in routines -resources to support

Physical and Medical Needs		Universal	Additional School Support (no EHC plan)	With EHC
	Physical Needs	-classroom/ school environment adaptations (specialised seating & tables, external ramps -access to disabled toilet with hoist -Differentiated PE lessons -Group or individual interventions such as handwriting or gross motor coordination - Resources to support	-classroom/ school environment adaptations (specialised seating & tables, external ramps -access to disabled toilet with hoist -Support from Occupational Therapist (OT) and/or Physiotherapist where required -Differentiated PE lessons	-classroom/ school environment adaptations (specialised seating & tables, external ramps -access to disabled toilet with hoist -Support from Occupational Therapist (OT) and/or Physiotherapist where required -Differentiated PE lessons

		-Group or individual interventions such as handwriting or gross motor coordination - Resources to support	-Group or individual interventions such as handwriting or gross motor coordination - Resources to support
Medical Needs	-Health care plan -Risk Assessments (where required) -staff training -classroom/ school environment adaptations	-Health care plan -Risk Assessments (where required) -staff training -classroom/ school environment adaptations	-Health care plan -Risk Assessments (where required) -staff training -classroom/ school environment adaptations

Where a physical need is known, such as cerebral palsy, specific physiotherapy interventions are timetabled and follow the recommendations provided by the physiotherapy service. Key staff are trained by the physiotherapy service to deliver a child's programme of exercises. This is similar for children with an established occupational therapy programme. If a physical concern is raised by a parent or staff member the SENDCo will request other professionals, such as the Learning Support Service, to become involved and begin the referral process. Specialist equipment may need to be provided in order for those children to fully access a normal school day. This will be in consultation with health professionals and may require additional training for staff. Parents are informed and invited to be involved at all stages.

Physical access - The school has access by stairs and level entry points. Handrails are fitted to staircases.

Type of Support	Details
What behaviour systems / policies do you have in school?	It is a primary aim at West Melton Primary School that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. Our behaviour policy is designed to promote positive behaviour and deal effectively with behaviour which falls below the expected standards. The consistency in approach throughout our school benefits all children including those with SEND. Children with specific difficulties also have access to additional support from the schools Family Support Assistant and external support agencies such as Educational Psychology, Primary Outreach and Positive Regard (accessed via JMAT). Education plans are devised when needed in order to maximise support and learning for all pupils. Parental involvement is important to successful behaviour management.
What provision do you have in school to facilitate / support access to the curriculum and to develop independent learning for children with SEND?	SEND provision is monitored closely by the SENDCo and the senior leadership team in school. This includes monitoring of appropriate differentiation and targets and equal access to adult support and independence skills. In some cases, bespoke educational plans are created to ensure that all pupils have access to the curriculum. We encourage all children to be as independent as possible. We foster a nurturing environment where children can develop their full potential. All our children are provided with the opportunity to develop as individuals without discrimination. Children with SEND are involved in the normal daily routines of the school. We are an educationally inclusive school in which the teaching and learning, achievements, attitudes and the wellbeing of every young person matter. To ensure all the children receive the correct level of support, the Graduated Response is used. This process monitors the child's performance and development and compares it to age related expectations. In many cases, the level of support can be identified by a member of staff by noticing the 'barrier to learning' a child is experiencing.
What support / supervision do you provide at unstructured times of the day including personal care?	Appropriate supervision is given at all times of the school day. Where children require 1-1 support or additional support this is also provided at lunch times and break times. Training is given to staff supporting children with additional personal care needs and adequate resources and environments provided. For pupils who have difficulties accessing the lunchtime provision, we can offer access to a smaller, quieter area for them to socialise and eat lunch.
How do you identify, plan and assess children with SEND?	The school has robust systems for tracking progress and assessments and data is analysed throughout the year at regular assessment points by teachers and the senior leadership team. SEND Pupil Progress Meetings take place every term when the SENDCo meets with each class teacher to discuss individual children. These systems identify children who are not making desired

	<p>progress. Review meetings with parents and external services allow planning to take place with all parties involved. Any pupils accessing an additional intervention to support progress and learning will be assessed at the beginning, mid-point and end of the intervention to ensure it is having maximum impact.</p>
<p>How are your staff trained for meeting the needs of children with SEND?</p>	<p>SENDCo delivers staff meetings alongside informal discussions with staff and review meeting discussions. External agencies such as speech and language therapy (SALT), learning support staff and educational psychologist deliver training as and when required. SEND guidance for staff is produced and updated regularly.</p>
<p>How do you communicate with parents?</p>	<p>All parents of children on SEND register or with medical needs are invited to review meetings with the class teacher, Learning Support Assistant, SENDCo and SLT (if appropriate) and external agencies where appropriate. This is usually termly but lesser or greater in frequency where necessary. Class teachers and LSAs have regular communication with parents. This is daily when necessary and home/school diaries are also used where appropriate. We also have a school Dojo messaging system where parents/carers and teachers can communicate with each other.</p>
<p>How do you communicate with children and young people?</p>	<p>Where appropriate children are invited to termly review meetings. All children contribute to review meetings through termly conversation and completion of pupil's view sheets.</p>
<p>How do you liaise / communicate with External Services?</p>	<p>The school has excellent links with external services including additional services the school purchases. Where external services are involved with children they are invited to review meetings with school and parents. Additional meetings are also arranged outside of these reviews to allow professionals to give regular feedback to school and parents when needed. Key times are arranged for parents to meet with some professionals such as the learning support teacher for learning support programme (LSP) reviews. The SENDCo holds termly planning meetings with some services such as speech and language, learning support service, behaviour support service and educational psychology service.</p>
<p>How do you provide for any medical needs?</p>	<p>Care plans are in place for children with medical needs. The plans are formulated through meetings with parents and the relevant health care professionals. Where appropriate children are also included in setting up plans for their own care. The plans are highly individualised and focus on each child's personal needs. The plans ensure that pupils with medical needs have full access to education including school visits and physical education. The care plans detail access to any medication and steps to follow in emergencies. Health care plans are reviewed at least annually or before when required. All staff in school are made aware of children's medical needs and copies of care plans are given to key people and are displayed in the staff room for reference by all staff. School has excellent links with the school nurse and links are made with the nurse and parents when needed. Other health professionals such as the epilepsy nurse support school when required. Staff are given relevant training to ensure medical needs are met including whole school training when necessary. The school has strict procedures for storing and administering medicines and staff administering always have relevant training. The school supports emotional wellbeing relating to medical needs and Risk Assessments always consider pupils with medical needs.</p>
<p>What transition arrangements do you have in place for children with SEND?</p>	<p>Transition is a key area for children at any age and can be an even more unsettling time for children with special needs. We ensure receiving class teachers are fully informed of the needs of all children including children with special needs. If needed, receiving class teachers will attend the summer review meetings and meet with parents. Children with special needs, especially those identified who find change challenging, will access additional visits to the established transition arrangements in place for all children. The receiving SENDCo is provided with all data and documentation relating to children with SEND, beginning in spring term to enable a secure knowledge of the SEND children moving into KS2. For any child with special needs we provide extended transition in the form of extra visits to our FS1/FS2 class, our staff, including the SENDCo, also visit the children at home and/or in their FS1 setting.</p>
<p>What do I do if I am concerned about the provision for my child?</p>	<p>If you have any concerns about the provision being offered to your child, no matter how big or how small your concern may be, we strongly advise that you speak with your child's class teacher. Additionally, you can speak to Miss Key, the SENDCo, who will be happy to discuss your concern. Tel: (01709) 760538</p>