



Headteacher: Richard Bamber

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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?

We identify children as having special educational needs or needing additional help in several ways:

- Through contact with previous schools and pre-school settings prior to a child starting at Westbury Park School. This gives us information about identified additional needs.
- If information is received from an outside agency (for example a paediatrician), that identifies a special educational need.
- Ongoing monitoring and assessment of your child's progress. This includes termly pupil progress meetings where we identify children who are not making expected progress.
- Observations and information gathering where a teacher or parent/carer raises a concern
- Monitoring interventions and support given to check that progress is accelerated.

If you think your child may have special educational needs firstly contact your child's class teacher. Teachers can be contacted in person (usually the end of the day is better than the morning), or you can email them via the school office. They may carry out some assessment or observations, or may arrange for your child to have some extra support in a small group. If there are still concerns after this, you and the class teacher may wish to discuss your child's difficulty with the school SENDCo, Claire Reed.

How will teaching be matched to my child's needs?

Class teachers plan very carefully to match lessons to the learning needs of all the children in the class. Teachers employ varied teaching styles, classroom organisation and they adapt resources and approaches for individual pupils. Learning is differentiated so that all children are able to make progress. Class teachers give regular feedback to children so they know their next steps for learning.

Children may be working in smaller groups or be included in a particular intervention group. The graduated response documents included on the SEND website page give examples of how teaching is adapted.



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How will we all know how my child is doing and how will we work together to support his/her learning?

As a school we track progress of all children's learning formally 3 times a year. Discussions then take place detailing how we can support children who are not making expected progress.

We have parents' evenings where parents and carers meet with the class teacher to discuss progress. Where children have SEN they will have a Learning Plan with specific targets to help overcome barriers to learning. This will be discussed with you and reviewed 3 times a year, and then new targets and provisions made to support your child.

If your child has an Education Health and Care Plan, there will be an annual review. This is a formal meeting to discuss your child's progress and gather parent/carer and child's

Parents are welcome anytime to make an appointment with the class teacher and where applicable the SENDCO to discuss how their child is doing. We can give advice about how to support your child at home with their learning.

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?

We work with a number of outside specialist agencies including:

- Educational Psychologists
- Speech and Language Therapists
- Play Therapist
- Child and Adolescent Mental Health Services
- Bristol Autism Team
- Physiotherapists and Occupational Therapists





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- Sensory Support Teachers for Hearing and Visually impaired children
- School nursing team

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.

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 be included in activities outside of the classroom, including school trips?

All children are included in all parts of the school curriculum including school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. On the rare occasion that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the education setting?

Our main building has ramps to allow wheelchair access and there is a dedicated accessible toilet. We are committed to making adjustments to make the school more accessible for everyone, but we do have a number of steps and stairs in particular in one building housing the Year 1 classrooms located on the first floor which makes disabled access limited.



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

When a child with significant/complex needs is coming to us, and when we have sufficient warning, we make sure we have plans in place for support, that we meet the child and the family before they come to the school, and that we gather all the information we can from the old school so we know how best to support them in the transition. We may visit the child in their previous school and talk to teachers and the SENDCo if appropriate.

We can be very flexible, for instance we may encourage a phased transfer, with some time coming to the school on a part time basis until the child feels truly settled. In our experience, it is vital that we get these first few days right. For this reason, it is really important that you as a family keep both schools informed when a move is being planned.

We can also help children prepare for coming to our school by sending home information for them to read with their families, or organising individual visits so they can come round and take photos or ask questions with their families, often at the end of the day when the school is empty. (Please also refer to Section 1 for more information on how we plan a smooth transition into our school from other settings.)

If a child with SEND is going to move from us to a new school, our SENDCo will happily speak to the SENDCo in the new school. We do rely on families to tell us about moves, preferably in advance, so that this is possible. The SENDCo will also transfer all relevant paperwork on to the new school. Often, teachers will have a phone conversation about children who have moved. We will talk to the child and their family about the kinds of things they want to know about the new school and will help them find these things out if they want us to help with this.

For regular transfers, such as the transfer to secondary school, there is a planned set of visits and activities that happen towards the end of year six, both within Westbury Park (where we run a small group for children who need some extra help with the process of transition) and with the new school

There will be activities for all children and there will be special additional visits for children with EHCPs for most local secondary schools. Again, the SENDCo will ensure that all relevant information is passed on and will often meet in person with the new school's SENDCo.

If a child with a statement or EHCP is moving school and this is known in time, the new school will be invited to the relevant annual review, although it is not always possible for secondary schools to attend. If a child is coming to us, we will attend an earlier annual review if possible.

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

Much of the SEND support within the school is delivered by the year group teaching assistants and the class teachers themselves, who are in any case part of the whole school budget.

The school has a separate budget for SEND, and the SENDCo prepares a whole school costed provision map each year, working with the school business manager. This is a record of the high level,



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individual support provided by the school (at the top of the graded provision diagram). This will cover children who are being funded at the Band Two or higher levels of need (for band descriptors please refer to the LA website).

Details of the school's budget can be found on the school website under the Annual Accounts of the Academy Trustees. The leadership team of the school, along with the governors, will also look at levels of need and may reallocate resources as needed within the school year.

The school's SEND policy also shows how different levels of support are decided, for instance the criteria for bringing in an external agency which has to be paid for.

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.

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.

