**SEN and Disability**

**Local Offer: Primary Settings**

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Westgate Primary School

School Number: 01060



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| School Name and Address | Westgate Primary School  Langridge Way  Westgate  Morecambe  LA4 4XF |
| Telephone | 01524 832747 |
| Website | http://www.westgatesch.com/ |
| Does the school specialise in meeting the needs of children with a particular type of SEN? | No we support pupils with a wide range of Additional Needs, Special Educational Needs and Disabilities. |
| What age range of pupils does the school cater for? | Primary (4 – 11 years) |
| Name and contact details of your school’s SENDCO | Vicky Hodgson  Tel: 01524 832747  E-mail: [v.hodgson@westgatesch.com](mailto:v.hodgson@westgatesch.com) |

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

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| **Name**  **Job Title** | **Steve Robinson**  **Head Teacher** | | |
| **Contact telephone number** | **01524 832747** | **Email** | **head@westgatesch.com** |

# Promoting Good Practice and Successes

Our Local Offer gives us the opportunity to showcase our good practice, in relation to supporting children with Special Educational Needs and Disabilities and how we help them to achieve their full potential. Our Local Offer has now been published on our school website.

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| **Please give the URL for the direct link to your school’s Local Offer** | **http://www.westgate.lancsngfl.ac.uk/** | | |
| **Name** | **Vicky Hodgson** | Date | **Updated**  **September 2016** |

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| **Accessibility and Inclusion** |
| **What the school provides**  Westgate Primary School is a mainstream, three form entry, primary school. The school building has full wheelchair access and disabled parking spaces are available. The school has fully equipped adult and child disabled toilets and a shower/medical room including an adjustable changing bed and other medical equipment.  All school policies and procedures are accessible to staff at all times on our internal network and are available to the school community, either on the school website or upon request. The school brochure contains information about the school day and a notice board by the main entrance displays information about school and community events. The school will endeavour to modify information as necessary for parents and families who have additional needs. The School’s Special Educational Needs and Disabilities Co-ordinator (SENDCO), Pastoral Manager and Family Support Worker are available to ensure that information is made accessible to parents and families with additional needs.  The school have access to Polish Translation Services for families whose first language is Polish; as we employ two Teaching Assistants whose first language is Polish. Westgate has some signage around the building for families, for whom, English is an Additional Language. We also call upon the services of the Ethnic Minority and Gypsy, Roma and Traveller Achievement Service for support and guidance.  Classroom furniture is appropriately sized for children and adaptations are made where needed, for example; height adjustable chairs and tables. The school provides a wide range of access to relevant resources to make provision for children with additional needs. Visual timetables and picture prompts are used to support children’s access to resources and the curriculum. Activities and resources may be presented in different ways to suit the needs of individual children. Writing slopes and pencil grips are used by children with motor skills difficulties. When necessary, the school acquires new specialistequipment needed for children with additional needs, especially when these are suggested or recommended by outside agencies.  Our school provides a wide range of ICT support and provision. This includes specialist ICT Programmes, such as Easi-Maths and IDL Cloud. Children also have access to I-Pads, headphones, computers and each class has an interactive whiteboard. |
| **Teaching and Learning** |
| **What the school provides**  At Westgate Primary School early identification of SEND is vital and these are identified in a number of ways. Initially transition meetings are held with Nursery Providers who advise us of children for whom there are concerns. On entry into the Early Years Foundation Stage (EYFS), school staff administer a baseline assessment to all children, which helps us to identify areas of learning which are a concern. In addition to this, all children are screened for Speech, Language and Communication difficulties using the WellComm screening tool.  Throughout their school career at Westgate, all children are subject to rigorous and thorough assessment and staff track progress in Reading, Writing, Phonics and Mathematics. This enables us to identify children who need additional support, clearly and quickly.  Each class teacher provides quality first teaching, which enables most children to make appropriate progress. When a class teacher begins to suspect possible learning difficulties through daily observation of the pupils’ abilities; they liaise with the SENDCO, who offers advice and guidance on strategies to support the pupil. The school’s SENDCO supports all class teachers in identifying pupils with SEND. The SENDCO will use the Special Needs Assessment Profiling (SNAP) tool, to identify any underlying difficulties, which may be a barrier to the child’s learning. The SNAP assessment tool also suggests appropriate teaching methods and strategies and/or specialist equipment and provision for children. It provides information and advice for parents, which makes provision more consistent between school and home. The SENDCO and/or class teacher will meet with parents at the earliest opportunity to alert them to any initial concerns.  Termly meetings are held between teachers and senior members of staff, who are responsible for monitoring pupil progress, to ensure that all children’s needs are met through an effective programme of intervention. The school’s SENDCo is also involved in this process which ensures that all children are supported effectively.  The school’s pastoral team also play a pivotal role in helping to identify children who may need additional support for social, emotional, mental health and/or behavioural difficulties. We have strong links with outside agencies and when necessary the SENDCO will involve outside agencies such as the School Nurse team, Speech and Language Therapists, Educational Psychology, SEND Support Services, The Loyne Specialist School or Stepping Stones (Pupil Referral Unit)  Children that have been identified as having additional needs or Special Educational Needs will be provided with a Pupil Passport. This outlines the child’s strengths and challenges. It identifies what the child can do now, either with or without support and what their next steps are. On it, specific, measurable, achievable, realistic and timed (SMART) targets are set. Strategies, interventions and provisions are identified on the plan, which informs staff and parents how we will help children to achieve the targets. Pupil Passports and the targets on them are evaluated on a termly basis. Class teachers will discuss the Pupil Passports with parents, involving the parents in this process, on a termly basis. Parental views are paramount in ensuring effective provision. Children are also involved in this process. They discuss their Pupil Passport and targets with their class teacher or teaching assistant and they sign to say that they understand and agree to work hard towards their targets.  If a child needs support additional to that provided by school, then school may request statutory assessment. In order to do so, an assessment by an Educational Psychologist would be required and other outside agencies may also be involved in this process. The advice provided by these services would then be implemented. If the child still meets criteria then a request will be made.  Each year group is provided with a team of Teaching Assistants to provide support and challenge to individuals and groups of children. Where children have been identified as having Special Educational Needs and/or Disabilities (SEND), some of this support may include adult support during lesson times and/or individual/small group intervention work outside of the classroom. If support has been allocated to a child with SEND, this will be identified and properly resourced on their Pupil Passport.  New staff at the school are offered training on the SEND process at Westgate Primary School by the school’s SENDCO. The school also provides training for Teachers and Teaching Assistants as and when training needs are identified throughout the school year. Teachers and Teaching Assistants have the opportunity to discuss their training needs through their Professional discussion.  When sitting examinations, children with SEND can be supported 1:1 where appropriate. Other arrangements for children with SEND may include, working with a scribe, being granted a time extension and sitting in a quieter or smaller group or even a 1:1 setting to aid concentration.  The school’s SENDCO has achieved the National Award for SEN Co-ordination, which is a Masters Level Qualification.  The SEND provision map sets out the range and level of support needed for individuals and groups of children with similar additional needs, for each year group. It records the types of interventions that are available and which children have been included in them. |
| **Reviewing and Evaluating Outcomes** |
| **What the school provides**  Children who have English as an Additional Language (EAL), have regular support and intervention, beginning in Reception.  Children with a Statement of Special Educational Needs or an Education, Health and Care (EHC) Plan will have an annual review of their needs. During this process, all services that are involved with the child are invited to attend a review meeting alongside the school’s Head Teacher, SENDCO, the child’s class teacher and the child’s parents. During the review, objectives set out in the Statement or EHC Plan are evaluated and new targets are set. The child is also invited to the review which aims to celebrate success, look forward to the year ahead and address any issues raised by any of the participants.  Children with identified Additional Needs or SEND have their needs reviewed termly, during their IEP Review. This includes the aforementioned children with a Statement of Special Educational Needs or an Education, Health and Care (EHC) Plan and is in addition to the Annual Review. At the Pupil Passport review, particularly where targets have not been achieved, consideration is given to the effectiveness of the strategies and resources put into place. Where provision is deemed to be ineffective, changes are made to ensure that the child’s need is catered for in a dynamic and effectual manner.  Class teachers and Teaching Assistants record progress in class against their Pupil Passport targets daily and teachers incorporate Pupil Passport targets into their weekly and short term planning.  Where it has been identified that children’s needs are not being met and additional support is needed for the child or the family outside of the school’s resources, the school will use the Common Assessment Framework (CAF) to help identify additional services to support the child and/or their family. As part of the CAF process, regular TAF (Team Around the Family) meetings are held with all agencies involved in supporting the family, to monitor the progress of the additional services and support and to ensure cohesion and the best possible outcome for the child and/or family. |
| **Keeping Children Safe** |
| **What the school provides**  School staff or appropriate outside agencies carry our risk assessments as and when necessary. Risk assessments for SEND pupils are carried out as necessary by the SENCO and class teachers to ensure pupils are safe in school.  Risk assessments for school trips are carried out by class teachers and reviewed by the Educational Visits Co-ordinator. The risk assessments will be conducted two weeks before a visit for an A visit (general visits) and six weeks for a B visit (residential). All venues are pre-visited and the risk assessments are then reviewed. All the staff are briefed before any visit takes place. First aid kits and medicines are taken along on the visits. All children must have appropriate clothing and the correct ratio for adults to children is ensured.  School starts at 8:55 am. Children in Key Stage 1 are permitted to enter the school building from 8:30 am, where a member of staff is on duty to supervise their safety.  Children in Key Stage 2 are permitted into the Key Stage 2 playground from 8:45 am where there are two members of staff on duty to supervise them.  Children arriving after 8:55 are required to enter through the front of school where our attendance officer will ensure they are registered and take their dinner order where necessary.  When children are required to leave school early, this can be arranged through the school office, prior to the day. These children will be signed out by the parent or guardian.  Children can only be collected by someone who is a known contact for that child or who has been named by the person with parental responsibility, prior to collection.  Children are supervised at playtimes by at least two members of staff on the yard. At lunchtimes, children are supervised by a team of welfare assistants throughout the lunch hour for each key stage. Some children have identified support at lunchtimes as and when appropriate.  All staff working with children have responsibility for keeping children safe outside of the classroom. School ensure that an appropriate adult to child ratio is in place for such things as school trips and swimming lessons that take place off the school premises.  Our Anti Bullying Policy, Safeguarding Policy and Child Protection Policy and Procedures are available upon request. |
| **Health (including Emotional Health and Wellbeing)** |
| **What the school provides**  The school keeps up to date medical records for children where appropriate. Copies of these medical records are kept by the class teachers in their SEND file.  Wherever possible it is our policy that medication should be administered at home by parents or guardians. Where this is not possible, all medication for children is administered by office staff. Medication is kept in a locked cabinet and members of staff keep up to date records of when this has been administered. It is our policy that all medication is labelled with the children’s name and the dosage required. Parents are required to fill out a form giving details of the medication and to give their consent. The only medication that we will administer is medication that has been prescribed by a doctor.  Children who are asthmatic are required to have a class based inhaler to which they have easy access. They are also required to have an Asthma card, outlining administration information.  When parents have indicated that their child requires a Health Care Plan, the school’s SENCDO, alongside the School Nurse will meet with parents to write and/or review the Health Care Plan. This plan will set out what care requirements need to be in place for the child including any important contact details and plans in cases of emergency. A copy of the Health Care Plan will be sent home and one given to the teacher. Where pertinent, a copy of the plan along with a photograph of the child will also be available for lunchtime welfare staff, and in some cases, in the staff room for all staff to be aware of serious medical conditions.  In the case of a medical emergency school staff would dial 999. All reasonable steps would be taken to ensure that the rest of the school are removed from the situation. The person who calls 999 is required to stay with the medical emergency so that all questions from the emergency services can be answered thoroughly.  A large number of staff are First Aid trained and lists of trained First Aiders are situated at all telephone points around the school. Where a child has a particular medical need, the school’s SENDCO is responsible for ensuring that staff supporting the child receive relevant training, so that provision can be made for that child.  A copy of the Supporting Pupils with Medical Conditions Policy is available upon request.  The school nurse provides sex education and information about puberty to Years 5 and 6.  The school has a Pastoral Team who are trained in supporting the social, emotional, mental health and behavioural needs of children. These staff are also trained to deliver the Kidsafe programme. Kidsafe is a programme that helps children to protect themselves from all forms of abuse, including sexual abuse, emotional/physical abuse, domestic violence and neglect.  The school has links with the NHS Child and Adolescent Mental health Service (CAMHS) and will refer children to them where appropriate. Other counselling and therapy services are available. |
| C**ommunication with Parents** |
| **What the school provides**  Westgate school has its own website that provides parents with a wealth of information including term dates, our dinner menu, information about residential school trips and internet safety advice for parents and pupils. The website also has a selection of school policies online and the facility for parents to e-mail the Headteacher and Deputy Headteacher with any queries or comments.  Information is communicated to parents on a weekly basis through our School News Letter, which pupils take home on a Friday. This letter also has details of any important dates and weekly class superstars. A copy of this is also always available at the School Office.  Our school also has a Facebook page and a Text Messaging Service which allows us to communicate important information to parents.  Our school has two parent’s evenings every year, where the children’s progress and general well being can be discussed in detail. However, we also operate an ‘open door’ policy where parents can arrange an appointment to see their child’s class teacher at any time. Details of the staff employed by the school can be found on the school’s website.  Each week there is an Inclusion Team Parent Drop In Session. This allows parents the opportunity to call in and speak to the SENDCO, EAL Co-ordinator, Pastoral Manager, Family Support Worker, Police Community Support Officer (PCSO) and School Nurse.  Every year, school has an open evening for the parents of children new to the school in Reception. Children that are due to start with us in Reception are offered a series of ‘Stay and Play’ sessions during the Summer term, so parents can get to know their child’s class teacher and other key staff. This also enables children to begin to socialise with their new peers and for parents to get to know each other before the start of their school career at Westgate.  All teaching staff are available to speak to at the end of the school day when they take their class to the door at home time and we have early opening times in Key Stage One, where staff are also available to help parents with any queries.  At the beginning of the school year, each year group has a ‘Meet and Greet’ evening after school, where parent’s have the opportunity to meet their child’s class teacher.  Each year group sends out a termly newsletter which gives details of topics covered in class, things that parents can do at home to help and information about any upcoming events in the year group.  Our school has a blogging website which gives parents and children the opportunity to interact with posts written by school staff. This may include videos and information about such things theme weeks/days.  Westgate School provide lots of opportunities for parents to find out how they can help at home by offering a range of parent workshops. These are run throughout the school year and look at such areas as Phonics, Numeracy and Reading. |
| **Working Together** |
| **What the school provides**  There are a number of opportunities for children to contribute to school developments. The school council allows children from year two to six to voice their opinion. Each class has two class representatives who attend regular meetings and act as the ‘voice’ of their class.  Children are provided with a number of opportunities to make choices about their curriculum within school.  Parents have numerous opportunities to voice their opinion through Parent’s Evenings and Pupil Passport and Annual Reviews (where appropriate).  Parents also have the opportunity to complete a biennial questionnaire about their views on the school. The views from these questionnaires often feed directly into school policies and help the school to develop more effective systems and procedures.  Westgate School has an open door policy, with members of school staff on hand to listen to and communicate with parents at all times.  The school’s SENDCO is required to provide feedback to Governors through a termly report about the school’s SEND and Child Protection Policies and Procedures. Governors provide advice as appropriate.  Many years groups across the school have Reading or Writing projects which allow an opportunity for the parents to become involved in a project spanning a number of weeks, culminating in an awards evening. |
| **What help and support is available for the family?** |
| **What the school provides**  Our school can offer help and guidance with completing school forms. This can be provided by the teacher, the Pastoral Manager or our Family Support Worker from the Children’s Centre. If parents need help with any forms, they should speak with their child’s class teacher or the school office in the first instance.  The school provides an E-safety workshop for parents to attend.  Our Family Support Worker is able to signpost parents to a wide range of support, information and guidance including help with translation. The school also has close links with our School Nurse, Claire Dillon, should information and support be required, of a medical nature.  There is also a notice board in the school Reception area and school has a Pastoral Team who are on hand to provide advice and guidance as necessary.  If a pupil requires a travel plan to get their child to and from school, this would be dealt with by the school’s SENDCO or Pastoral Manager, who would seek further guidance and support. |
| **Transition to Secondary School** |
| **What the school provides**  The school’s SENDCO will facilitate transition meetings for children with SEND between Westgate Primary School and the relevant secondary schools in order that information about children’s needs is shared in an appropriate and timely manner. Parents will also be invited to these meetings where appropriate.  All our Year Six children have opportunities to visit their new Secondary School in the Summer Term and some children may require extra visits. The SENDCO will facilitate these extra visits, to help prepare the child for the move.  When required and particularly when the child’s Special Educational Needs are complex and severe, the SENDCO may accompany parents to visits prospective secondary schools, by way of support to the parent.  The school works hard to establish effective links with High Schools. Children from our school, regularly attend events such as Science workshops, the Top Links PE programme and the Aspire programme with the local Grammar school. Our positive links with local High Schools also allow us to make regular use of their facilities, such as their kitchens for cooking lessons.  We also operate an apprentice scheme, where members of High School lower sixth forms ‘buddy up’ with children in Year Six to act as a positives role models for children where needed. |

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| **Extra Curricular Activities** |
| **What the school provides**  Westgate offers a daily Breakfast Club and After School club facility, which is available to all school aged pupils. Westgate also offers a Holiday Club, providing Child Care during the school holidays.  We also offer a number of free after school activity clubs for children in school. These include Zumba, Football, Badminton, Golf, Cooking, Multi-Skills, Netball, Gardening, Hip-Hop, Reading Club and Film Club, which are amongst many others.  We have a policy of inclusion for all clubs and we have an after school club co-ordinator who helps to facilitate this policy.  Westgate School have two cricket coaches who come in to work with children in KS2 each lunchtime.  The Pastoral Team are on hand to provide support for children who find it hard to make and maintain appropriate friendships. Sometimes children may be allocated a ‘buddy’ to help them with friendship skills or they may attend a Friendship / Social Skills Group.  As a school we adopt a nurturing ethos and all staff supporting children actively encourage positive friendships for all. |