



Western Primary School is an inclusive school. All our staff believe having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all of our children.

Having a child who may have Special Educational Needs or a disability can be very worrying for a parent. At Western Primary School, we can offer a wide range of support for your child to ensure that they make good progress and are happy in school. We know you may have a lot of questions to ask us.

**Key Staff:**  
**Mrs Kim Leach—Headteacher / SENCo**  
**Mrs Ellie Dean—Deputy Headteacher/ Deputy SENCo**

## **1. How does the school know if my child needs extra help?**

We have a number of ways to help us identify if a child needs extra help. These include:

- Information from your child's pre-school or previous school.
  - Home visits by class teacher.
  - Class teacher contact previous schools / settings
  - In school assessments - Assessing Pupil Progress (APP) monitored carefully
  - Pupil progress measured for each child on a termly basis
- Information from other services who have worked with your child, for example a speech and language therapist.

This information will be used to ensure that we meet any additional needs your child may have. Once your child is in school we will monitor their progress and development. If we have concerns we may ask other professionals to give advice and support.

## **2. What should I do if I think my child has Special Educational Needs?**

It is very easy — come and talk to us . You can talk to your child's class teacher, or you can talk to the Head / SENCO or Deputy. Your concerns will always be taken seriously, as your views are very important to us. We will help and provide the right support if we can.

### **3. How will school staff support my child?**

- Your child's needs will be met within the class, supported by high quality teaching, including lesson planning that takes account of the needs of every child.
- The progress of all children is reviewed on a regular basis.
- The class teacher, alongside the SENCO & Deputy Headteacher will develop a plan for your child, setting appropriate targets. This will be reviewed regularly to ensure that support remains appropriate.
- Where necessary an individual programme of support will be used and progress monitored.
- Where necessary the school may seek support from outside services. This will be discussed with you and a referral made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEN governor who works closely with the staff of the school.

### **4. How will the curriculum be matched to my child's needs?**

- Lessons are planned appropriately so that all children can learn and progress.
- Teachers take account of the needs of the individual child and may plan different tasks and materials appropriately.
- Tracking and assessment enables each class teacher to analyse the progress of the child.
- Pupil progress meetings are held three times a year with the Head Teacher, Deputy Headteacher and class teacher, and other intervention staff if necessary to discuss suitable teaching programmes for each child.
- Reviews of learning targets for your child are reviewed three times a year with the class teacher and new programmes or support is organised as necessary, leading to personalised learning.
- Targets are set to support children's individual needs and are regularly updated.
- Children work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.

## **5. How will both you and I know how my child is doing...and how will you help me to support my child's learning?**

**Western Primary School has an open door policy and encourage parents to come into school to discuss their worries with our staff.**

### **In addition:**

- Parents are kept informed via the usual End Of year Reports. In addition, interim meetings are held on a termly basis.
- Teacher/parent meetings are held for all pupils.
- The greater the need of the child the more meetings would be held with parents
- In depth assessments are in place for each child in literacy and Numeracy.
- Pupil Progress meeting are held three times a year with SMT and class teachers.
- If any further interventions are required, separate meetings with you as parents would be held.
- Parents are involved and invited to attend meetings. Parents receive copies of reports.
- Advice also is given to parents as to how to support a child in the home if necessary.
- Parents will know what progress their child will be making via the Annual School report and when school report back to parents and compare their child with the national picture.
- Contact can be maintained between home and school via a home to school book which can be used for a variety of reasons if necessary.

## 6. What support will there be for my child's overall well-being?

### Support we can provide in school may include:

- A team of Mentors work with children on an individual basis.
- All children are discussed in terms of their social, emotional and mental health individual needs. In this way children are provided either with specific 1:1 support or small group support e.g. for anger management/social communication needs.
- School also maintains pastoral records with a secure online system where teachers can comment each week.
- School manages the administration of medicines by means of a specifically locked resource. Parents are asked to complete a consent proforma. To support this process school has appointed 6 first aiders who are available at all break times. Furthermore training is provided which is continually updated as required.
- The necessary school support systems are in place for addressing behaviour issues. Western is an inclusive school with a good reputation locally for managing behaviour. The School follows the behaviour policy "Good to be Green"
- School has a team of mentors and teaching assistants all of whom support children with social, emotional and communication difficulties.
- Certain individual pupils may have tailor-made programmes as they require which will be recorded on their SEN My Plans.
- The school policy for behaviour/discipline is transparent and made known to all pupils.
- In terms of attendance a process of 1<sup>st</sup> day contact is in place and children are prioritised as necessary.
- nurture groups
- The use of 'pupil voice'

**The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is**

## **7. What specialist services and expertise are available at or accessed by the school?**

**We may access support from other services, for example:**

- Educational Psychology Service
- Learning & Cognition Team
- Speech and Language Therapy
- School Nurse
- Autistic Spectrum Disorder service
- Early years services
- Education Support, Behaviour and Attendance Service
- Occupational therapy
- Children's Services

## **8. What training have staff had, or are undertaking, to support children with special needs?**

**Currently we have teachers and teaching assistants who have had training in the following areas:**

- ASD, Dyslexia, Dyscalculia, Irlen's Syndrome, AD HD and Play Therapy.
- The Head and Deputy head ensure all staff receive relevant training. Both roles ensure that all staff have the skills they require to support pupils.
- Shadowing/peer observation regularly takes place.
- Medical training to support pupils with medical care plans such as epi-pen training.

**Staff receive SEND training depending on what is required for individual pupils special needs.**

## **9. How will my child be included in activities outside the classroom, including school trips?**

- We make sure that activities outside the classroom and school trips are available to all children regardless of Special Educational Need.
- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this ensures access
- After school clubs are available to all pupils.
- Health and safety audits will be conducted as and when appropriate.

## **10. How accessible is the school environment?**

- The school site is largely wheelchair accessible and there are ramps to gain access to all areas for the school
- We have disabled toilets that are large enough to accommodate changing and suitable for wheelchair users.
- Visual timetables are used when necessary.
- We have an accessibility plan, which is available to view
- The desks in the ICT suite have been modified so that they are accessible for wheelchair users.
- The car park has a designated parking space for disabled users and is adjacent to the main entrance .
- To read the full Accessibility Policy please [click here](#).

## **11. How are the school's resources allocated and matched to children's special educational needs?**

- The special educational needs (SEN) budget is managed by the Head Teacher, and monitored by the SEN Governor and Finance Committee of the Governing Body.
- Resources are requested and ordered as necessary to support each pupil's learning and support is provided in every classroom and on a needs led basis.
- Regular meetings are held to monitor impact of extra support.
- The whole governing body is kept informed of funding decisions.

## **12. How is the decision made about what type and how much support my child will receive?**

- Each child is assessed individually according to the SEN Code of Practice and LA guidance, and personalised or group learning support programme (s) will be developed dependent on need.
- Additional assessments from outside services, such as educational psychologists, language and learning support, speech and language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- Pupil progress meetings are held with the Head Teacher and class teacher to track progress and decide upon further support.
- School based plans are discussed with parents and staff up to three times a year (if appropriate).

## **13. How will the school prepare and support my child to join the school, transfer to a new school... .. or the next stage of education and life?**

- Parents are invited in at the first opportunity to discuss their child's need.
- Transition events take place during the summer term for all children who are joining the Foundation Stage in September.
- Close liaison between school staff, teachers in Early Years, Key Stage 3 and dual placement settings. This may involve multi-agency meetings to support the transition
- Good transfer of all SEN information.
- Previous schools contacted for information sharing.
- Transition to new class facilitated by sessions during the summer term with new class teachers and environment.
- Transition sessions for Year 6 pupils during the summer term or earlier if necessary.
- New school are invited to attend any reviews prior to transition.
- Pupil voice (children are asked their views on an issue either individually or in small groups)

### **13. How are parents involved in the school? How can I be involved?**

All parents are actively encouraged to take part in the school community.  
Pop in to have a chat with the staff to see how you can support the learning of the children.

### **14. Who can parents contact if they have a problem?**

If you have any concerns you can come into school and talk to:

- Class teacher
- Deputy Headteacher
- Head Teacher

If you have a question, want to look around or perhaps you feel that your child's needs are hard to meet and you want to discuss the matter in more depth, do not hesitate to contact us.

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*This service offer is intended to give you clear, accurate and accessible information.*

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