

## Governors' SEND report for the academic year 2018 - 2019

The named Governor for SEND for 2018-2019 was Mohammed Girma.

The Special Educational Needs Co-ordinator (SENCO) for 2018-2019 was Miss Lisa Freeman, who oversaw the provision for the SEND children in the mainstream classrooms who had identified special needs. During the academic year 2018 - 19, there were up to 70 children on the SEN register which is 23% of the school cohort.

The Local Authority commission Westlea School to provide a Special Resourced Provision (SRP) for Physically Disabled (PD) pupils. This SRP can take up to 10 children who have a physical disability and/or complex medical needs; who without such provision would be unable to access the mainstream curriculum. Pupils are included in the mainstream classrooms with support, staffing and/or specialist equipment, as much as possible. The SRP PD Co-ordinator for 2018-2019 was Mrs Sarah Sumner, who managed the needs of the 8 children, placed in the SRP.

At Westlea School, staff are committed to ensuring equality of education and opportunity for all our pupils; staff believe that diversity is a strength, which should be respected and valued by all who learn, teach and visit here. SEND pupils are identified as early as possible, the achievement of these identified SEND pupils is monitored and the data used to raise standards and ensure inclusive teaching. All children with SEND are encouraged to participate as fully as possible in the whole life of the school, including school visits and all other activities as far as is possible.

### SEND Policy:

The SEND policy provides details of the way that the school identifies, supports and monitors the needs of pupils with special educational needs, which may be short term, long term or lifelong.

The school SEND policy is subject to ongoing review. It complements the school ethos and aims to ensure that all children on the school roll are fully integrated into the life of the school, whatever their level of special need. The SEND policy was reviewed and updated during the school year 2014-2015 in line with the changes in SEND law from September 2014 and is regularly reviewed, with the last review being July 2019.

### SEND type throughout school as at Summer census 2019 (to be updated following the Sep Census)

Current number on SEND register: 70, 10 pupils with EHCP's and 60 children at School Support (K)

Summer 19	SpLD	MLD	SLD	PMLD	SLCN	ASD	SD	PD	SEMH	Visual Impairment	other
YR	0	0	0	0	0	0	0	0	0	0	0
Y1	0	0	0	0	1	2	0	1	3	0	0
Y2	6	1	0	0	0	1	0	1	1	0	0
Y3	4	0	0	0	1	2	0	1	0	0	0
Y4	3	0	0	0	0	0	0	4	9	0	0
Y5	3	0	0	0	1	2	0	0	2	0	1
Y6	5	0	0	0	0	0	0	1	5	2	0
Whole School	21	1	0	0	3	7	0	8	20	2	0

**Key:** SpLD = Specific Learning Difficulties MLD = Moderate Learning Difficulties

SLD = Severe Learning Difficulties PMLD = Profound/Multiple Learning Difficulties

SLCN = Social, Language & Communication Needs ASD = Autistic Spectrum Disorder

SD = Sensory Disability PD = Physical Disability SEMH = Social, Emotional & Mental Health

### Transition liaison:

There are robust transition procedures in place with pre-schools, between classes/key stages within school, to/from other schools and secondary schools. These transition procedures may include extra induction, visits by both pupil and staff to/from both settings, information shared, questions answered, transition meetings held and attended, and photo books for pupils to have prior to starting school/transferring; thus ensuring smooth transitions for the pupils. Previously, staff from 3 different secondary schools have reported successful smooth transitions for SRP pupils; with 1 commenting that the transition document they received was the most detailed and informative they had ever had.

### During this academic year we have:

- Continued to extend the support of our 'in school counsellor' to more children and their families
- Continued to work with the Parent Support Advisor, SEMH Advisory Team and Outreach Support, Educational Psychologists, ASC Advisory Service & other agencies to support our children and their families
- Monitored the progress and attainment of the SRP and SEND pupils through the use of O Track
- One SRP child was successfully re-banded and have moved from Band 3 to Band 2, due to their increased needs
- Continued to develop Individual Education and Play Plans, ABC Plans, De-escalation Plans, Behaviour Ladders for +/- and personalised success/reward charts.
- Continued Rainbow Groups and Nurture Groups to support children with SEMH needs
- Continued to deliver daily Phonic teaching sessions to 4 SRP KS2 pupils
- Monitored the use and impact of Pupil Premium for SEND pupils
- Supported a large number of families in gaining help and advice through the TAC and CHIN process
- Achieved 'High Needs Funding' for a Y5 pupil awaiting Statutory Assessment
- Attended further courses/updates etc. to gain greater understanding of changes in SEND, including the SENCO Conference
- Followed and completed a strict timetable for Annual Reviews and submission of reports
- Developed pupil contributions, including the 1 Page Profiles for the SRP children (Annual Reviews, TAC etc.)
- Completed Early Help Records and contributed to the writing of Education Health & Care Plans
- Contributed towards the conversion of Statements to Education Health & Care Plans for the SRP pupils
- Included SEND Information Report on school website
- Achieved the Healthy Schools Gold Award for the third year
- Personalised reward and consequence ladders for SEMH pupils
- Successfully gained an EHCP for a reception child requiring specialist provision, enabling them to access specialist provision at the Chalet school from September 2020.
- Facilitated access to the ARC provision for an Autistic pupil in reception.
- Have a year 6 child under statutory assessment awaiting the outcome of EHC need.

## **Disability Equality Scheme:**

### **Accessibility**

The school is fully wheelchair accessible and has good toileting facilities for children with a disability, one room within the main school and another assisted medical room in the new extension. There is an identified classroom for therapists to use when they visit the school, and, if necessary, for any programmes of exercises that are recommended by them.

School trips are organised with **all** our pupils in mind, and will do all that is reasonably possible to allow all children to participate. School have a folding mobile hoist, which is taken on trips when needed for certain pupils, and two disabled toilet radar keys. Each trip is supported by trained staff to meet any medical (eg. severe allergies, diabetes) and physical needs (eg. cerebral palsy, Duchene's Muscular Dystrophy, brittle bones, spina bifida). Risk assessments are completed prior to any trip, as are pre-trip visits if necessary.

There is wheelchair accessible equipment in the playground including a wheelchair roundabout and slide, as well as a number of play panels.

The arrangements of classroom furniture etc. is carefully thought about to take into account the needs of the SRP PD pupils ensuring, as far as is possible, clear accessible pathways around the classroom, pupils drawers in most accessible place, lower coat hooks etc.

Relevant staff receive annual training internally in both the theory and practise of Client Manual Handling. This training has been provided by Emma Waters, who is the Advisory Teacher for children with Physical Disabilities.

**Completed by Sarah Sumner and Lisa Freeman**

**October 2019**