



# WESTBOURNE PRIMARY SCHOOL

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WESTBOURNE PRIMARY SCHOOL

LOCAL OFFER

SPECIAL EDUCATION NEEDS AND DISABILITY

This information, known as Westbourne Primary School's Local Offer, identifies the provision which Westbourne Primary School is able to offer to meet the differing needs of pupils with Special Educational Needs. It describes the range of support and provision available to meet the needs of identified children as and when appropriate. Parents are always welcomed into school to discuss any part of the Local Offer or to ask for clarification or further information to answer any questions they might have. The offer is subject to change depending on budgetary constraints and policy review.

Westbourne Primary School is an inclusive school where we promote the individuality of all our children; respecting background, ethnicity, faith, attainment, age, disability, sexual orientation, or gender. We value the diversity of all children in our care and aim to provide equal opportunities for all groups including those with diverse and significant needs. Our main objective is to ensure that all children reach their full potential by offering a broad and balanced curriculum and by having high expectations of them. We take into account the varied life experiences and needs of our children and ensure that their achievements, attitudes, and well-being are at the centre of all that we do.

From time to time some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on factors including academic progress and/or assessment carried out by teaching staff. It may also be to ensure smooth transition for pupils into school, between Key Stages, and moving onto upper schools, supporting pupils through significant changes either at home or at school. At all stages parents are informed and invited to participate in discussions and decision making. **Pupils may be placed on the SEN List and their needs would be assessed as being within Range1.**

Some children will require support for longer periods of time to ensure effective access to the curriculum and to be included fully in classroom life and school events. Support will be planned by staff in consultation with external professionals and parents. **Pupils will be included in the SEN List and their needs assessed as being within Range 2/3.**



Groups of children who are New To English are not considered to be Special Educational Need and Disability (SEND) pupils but, because they require additional support in the acquisition of English, their needs are reflected in our Local Offer.

**If a child has a statement of Special Educational Needs or an Education Health Care Plan then we provide the support as detailed in the plan. The pupil will be included in the SEN List and their needs assessed, through their Statement/EHCP, and their needs will be assessed as being within Range 4/5.**

### **Provision to Facilitate/Support Access to the Curriculum and Independent Learning**

- Small group support in class from Class Teacher or Teaching Assistant
- Access to learning through appropriate differentiation of tasks, activities, recording, and outcomes
- Extensive use of visual support
- Provision of individual and visual timetables
- Individual targets
- Learning Plans supporting individual targets
- Writings aids such as writing frames, story maps, word mats
- Additional resources provided by Inclusion Manager
- ICT used to increase access to the curriculum where appropriate
- Staff receive support and training to ensure understanding of the impact of a sensory need upon teaching and learning e.g. hearing or vision impairment

### **Access to a Supportive Environment**

- Extensive and consistent use of visual support in and out of class to support understanding and facilitate access to school environment and learning
- Use of interactive whiteboards
- Regular access to computers
- Use of laptops, iPads and Kindles
- Provision of resources to enhance independent learning including high frequency word lists, easy grip writing tools, and multi-sensory resources
- Supportive computer programmes
- Pre-teaching of new concepts and vocabulary to enhance learning

### **Strategies to Support and Develop Numeracy**

- Targeted small group support in class
- Target time for individual pupils
- Withdrawal of small groups for additional support
- Support resources such as Numicon and Dienes
- Table top resources to ensure learning is practical and multi-sensory
- Breakfast clubs in Upper Key Stage 2
- Advancement of more able pupils through additional challenge and master classes
- Specific programmes to support learning such as Precision Teaching

### **Strategies to Support and Develop Literacy**

- Small group reading support through guided reading
- Individual reading
- Reading buddies
- Additional small group support from Teaching Assistant
- Differentiated and multi-sensory activities
- Handwriting development programmes
- Provision of table top resources to support writing
- Specific programmes to support fine motor skills such as Pegs to Paper
- Touch typing programmes
- Breakfast clubs in Upper Key Stage 2
- Use of Aston Index to assess for Specific Learning Difficulties, for example Dyslexia
- Specific programmes such as Precision Teaching
- Phonics programmes taught in small groups

### **Strategies to Enhance Self-Efficacy and Promote Emotional Well-being**

- Circle time
- Socially Speaking and Time to Talk programmes
- Therapeutic story writing in conjunction with the Educational Psychologist
- Circle of Friends
- Collaboration and communication with external professionals such as GPs, Paediatricians, Child and Adolescent Mental Health(CAMHS) and Families First
- Education Psychologist working with referred pupil and family
- Social, Emotional and Behavioural programmes
- School council
- Investors in Pupils
- Meet and greet of pupils/parents at the beginning and end of the day
- Close involvement of parents
- All staff receive regular Child Protection training
- Access to fully equipped Nurture Group
- Staff training for Continued Staff Development (CPD) as needed

### **Support/Supervision at Unstructured Times of Day**

- Team of Lunchtime Supervisors support pupils in the lunch hall and playground
- Lunchtime play resources available for children to use
- Year 6 buddies
- Individual Lunchtime Supervisors allocated to provide one to one support as appropriate for children with Special Educational Needs

### **Access to Medical Interventions/Physical Needs**

- Regular meetings between Inclusion Manager and School Nurse
- Regular School Nurse drop-in sessions for parents
- Large team of Teaching Assistants trained in First Aid
- Staff trained in use of EpiPen
- Liaison with medical professionals
- Care Plans kept in Office, Inclusion Manager's Office, First Aid area and classroom
- Medical awareness board in the Staffroom displays pupil photographs and information
- Liaison with School Kitchen for pupils with food allergies
- Individual protocols for children with significant medical needs
- In-school physiotherapy programmes as appropriate and in conjunction with physiotherapy advice
- Provision of specific resources
- Meetings with appropriate Outreach Nurse to set up Care Plans and/or staff training
- Implementation of risk assessments
- The main entrance to school has a wheelchair ramp and inside school there is wheelchair access, a lift is available in the SSA and there is a toilet suitable for a mobile hoist

### **Strategies to Support Speech and Language Development**

- Assessment by Speech and Language Therapist following school referral
- Implementation of Speech And Language Therapy programmes by Teaching Assistants in conjunction with therapist
- Additional support and interventions in class
- Support for New2English pupils either one to one or in small groups
- New To English resources to support learning in class
- Staff training for Continued Staff Development (CPD) as needed

### **Planning and Assessment**

- Provision maps
- Individual targets
- Specific personalised learning programmes for pupils with SEN
- Differentiated learning
- Use of P Levels, BSquared, and Early Years Developmental Journal to track progress
- Multi-sensory activities
- Teacher and Teaching Assistant observations
- Pupil interviews – Learning Journeys
- Data analysis through school tracking system
- Pupil progress meetings – Class Teacher, Assessment Coordinator, Inclusion Manager, and Head teacher
- Regular meetings between parents/carers and Teachers to discuss progress
- Use of STEPS to track language development for New2English pupils
- Use of specific assessments such as LSS Baseline, Aston Index
- Information sharing between Teachers to ensure smooth transitions between classes
- CAF assessments as required

### **Liaison and Communication with Parents and Professionals**

- Early identification of needs leading to referrals to outside agencies
- Regular communication by Inclusion Manager with outside agencies
- Inclusion Manager attends meetings and multi-disciplinary reviews
- Sharing of reports and information with parents
- Implementation of recommendations and strategies by all school staff
- 'Child-friendly' pupil profiles, reports and Learning Plans
- School works hard to ensure that parents/carers are able to work in partnership with them to support their children