

Westfield Infant School



SEND Information Report **August 2025** **(Local Offer)**

Westfield Infant School SEND Information Report

Regulation 51 Special Educational Needs and Disability (Information) Regulations (2014)

Headteacher-Mrs J Ruane

SENDCo- William James

Resource Base Lead: Brittany Brown

SEND Governor- Mrs Adina Murataj

Parent/Carers who have concerns about their child are encouraged to speak to any of the members of staff listed above through the school office or arrange to speak to their child's class teacher.

Any parent/carers considering whether their child should join Westfield Infant School should contact Mrs J Ruane (Headteacher).

Vision and Core Values-

At Westfield Infant School our school community value themselves and each other. We create inclusive and nurturing learning environments where all children thrive. Children are encouraged and challenged to achieve their very best in all aspects of their learning, becoming responsible and independent. Reading is a priority, as the ability to read and understand unlocks a world of imagination, creativity and new, powerful knowledge. Strong relationships are built between children and staff to enable our learners to feel happy, safe and secure.

We hold high expectations of all, including personal and social behaviours and positive behaviours for learning. Our SEND and wellbeing team ensure that children and families are supported to overcome any possible barriers to learning and development

Our core values are at the heart of all learning experiences. As the children grow and develop throughout their infant years, they become responsible, resilient and respectful both academically and personally.

Our Values

- . Resilience - We keep trying, especially when something is difficult: We don't mind if we make a mistake and we like a challenge.
- . Respect – We treat others the way we would like to be treated. We always show good manners and we are honest and tell the truth.
- . Responsibility – We show that we can do things for ourselves and not always rely on others to do things for us. We try to make the right choices about how we learn and behave.
- . Recognition – We celebrate everybody's achievements and efforts so that we feel good about ourselves and others.
- . Relationships – We are friendly and welcome others to join in. We listen to others and consider their thoughts and feelings. We work together.

Our Aims

- . Children learn to value themselves and others at school, at home and in the wider community.
- . Children achieve well in a variety of areas, showing their diverse strengths.
- . Children develop the strength of character to be resilient learners.
- . Parents/carers are empowered to support and enhance their children's development.

Our Commitment

We promote an inclusive, happy, safe and creative learning environment and we are committed to giving every child the opportunity, support and encouragement to achieve their full potential.

Our SEND vision-

At Westfield Infant School our vision for all pupils, regardless of faith, ability, gender, ethnicity, background or circumstance, is to be valued and nurtured to become an independent learner and fulfil their potential. Our ethos is one of inclusion and high aspirations with a commitment to meeting the needs of all pupils including those with special educational needs and disabilities (SEND). Early identification and intervention through rigorous and embedded systems ensure 'Every teacher is a teacher of SEND'. Individual considerations of 'additional to and different from' support using the graduated response of assess, plan, do and review; as well as collaboration with external specialists, involving parents and families and training and supporting staff, ensures all pupils access a full curriculum.

Section 1

The kinds of special educational needs for which provision is made at Westfield Infant School

Westfield Infant School has a 24 place Resource Base for pupils with Communication and Interaction difficulties supported by a multi-disciplinary group of professionals depending on the needs of the pupils. The resource base serves a catchment area wider than that of the school and the LA determines admissions. A finalised EHCP is required for placement in the Resource Base. The Resource Base is very much part of the school and offers genuine opportunities for purposeful, planned inclusion and helps to strengthen the ethos of a supportive learning environment where mutual respect and support is apparent.

Westfield Infant School has the Inclusion Quality Mark and is recognised as an IQM Flagship School. Westfield Infant School strives to be an inclusive school, fostering a sense of community and belonging through it's

- inclusive ethos
- personalised learning
- broad, balanced and creative curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all pupils
- organisation of groups/classes to best suit pupils' needs

Where pupils are identified as being below their expected levels of progress we ensure that they undertake a targeted intervention programme. Regular and rigorous monitoring takes place. If necessary we adjust the provision. Parents/Carers are fully involved in this process.

Section 2

Information about Westfield Infant Schools policies for the identification and assessment of pupils with special educational needs

At Westfield Infant School we identify pupils with special educational needs as early as possible through:

- teacher's observations
- support staff's observations
- rigorous monitoring and assessments
- parental/carers views
- pupils' views
- knowledge (CPOMs) and pre-school/previous school history

This information is shared with parents/carers. Further evidence will then be collected where relevant including:

- EYFS Baseline assessments
- Individual pupil tracking (including small step trackers)
- Ongoing teacher assessments
- Year 1 Phonics Screening

- SENDCo assessments and observations
- pupil's views/work
- parental/carers views
- medical notes
- information and reports from any other agencies
- pupil records
- End of Key Stage 1 teacher assessments
- ELSA social and emotional support assessments
- support/provision that has already been in place and the outcomes of this
- new provision put in place to support identified needs and the impact the provision has

Parents/carers are informed about the LA's information, advice and support service. They are given a copy of the Westfield Infant School leaflet for parents/carers of pupils on the SEND Record. Information on the SEND Section of the website is shared including a simplified version of the school's SEND Information Report.

When sufficient evidence has been collected and it is agreed by the relevant teaching staff and parents/carers that the pupil is still not making expected progress despite high quality teaching and support then the child will be placed on the SEND Record as having SEND support. If a pupil is not placed on the SEND Record at this point they will continue to be monitored through the usual class monitoring systems ensuring all the correct provision is in place. This process is shared and explained to parents/carers so they understand how they can support their child at home. Parents/Carers of pupils on the SEND Record are regularly asked record their views on the support they receive so we can make any relevant changes; however, the feedback is always positive.

All records are kept following the General Data Protection Regulations (GDPR).

Section 3

Westfield Infant School's policies for making provision for pupils with special educational needs and disabilities whether or not pupils have Education Health and Care (EHC) Plans

a. How Westfield Infant School evaluates the effectiveness of its provision for such pupils

The policy and provision for pupils with Special Needs at Westfield Infant School is monitored in the following ways:

- data analysis to monitor pupils who are not making expected progress so this can be investigated
- effectiveness of targeted provision which is monitored by the SENDCo
- continuous updating of individual and group provision maps and checking that pupils are receiving the correct provision
- increasing staff confidence to support pupils with Special Educational Needs or Disabilities
- the views of parents/carers and pupils included
- parents/carers being involved in their child's education programme and achievements
- pupils with special needs and disabilities being included in activities wherever possible
- outcomes of external monitoring and OFSTED inspections

b. Westfield Infant School's arrangements for assessing and reviewing the progress of pupils with special educational needs

All pupils at Westfield Infant School on the SEND Record will have a Westfield Support Plan so we are able to:

Assess by identifying a pupil's needs and monitoring their progress including needs identified by other professionals supporting the child.

Formative and summative assessment is used to monitor impact of QFT as well as 'additional to/different from' support, including all those listed above. Outside agencies are referred to when appropriate and their findings are used to inform our Westfield Support Plans.

Statutory assessment arrangements for pupils working below the standard of national curriculum assessments include 'pupil can' statements (pre-key stage standards), representing the key aspects of each subject which allow for progression towards the national curriculum. These standards will be used for statutory assessment at the end of key stage 1 for pupils working below the standard of national curriculum assessments engaged in subject-specific study.

Pupils working below the level of the national curriculum and not engaged in subject-specific study will be assessed using the Engagement Model which is a teacher assessment tool for pupils who are at key stage 1 (KS1). Pupils may be assessed using the Engagement Model if they have special educational needs and disabilities (SEND), which mean they cannot demonstrate recognisable and specific skills, knowledge and understanding in:

- English language comprehension and reading
- English writing
- mathematics

As such, they are unable to engage in such subject-specific study.

The engagement model is formed of 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

Plan by meeting with parents/carers to discuss the interventions/support that are going to be put in place and the expected impact on progress, development or behaviour. These plans take into the account the pupil's and parents/carers views. This will reinforce the contribution that needs to be made at home. A clear date for review is agreed. Liaison with outside agencies and the SENDCo can inform intent. Interventions and support are documented. Targets are individual and SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound).

Do by staff working with the pupil (with the support of the SENDCo) to oversee the implementation of the support, interventions or programmes agreed as part of SEND support. Individual targets are monitored on a tracker and shared with parents when updated.

Review by monitoring the effectiveness of the support and its impact on the pupil's progress. The impact of the support is evaluated by all those involved and any changes are agreed in light of the pupil's progress and development. Parents/Carers have clear information about the impact of the support provided and are involved in planning the next steps. Where there is little or no improvement school will seek advice from specialists (referring to the LA's Local Offer) with the agreement of parents/carers. The involvement of specialists and what is discussed or agreed is always recorded and shared with parent/carers and all teaching staff involved with the pupil.

Our highly effective assessment and tracking procedures ensure that teachers are acutely aware of the data and are accurate in assessing the starting points of their pupils. They are rigorous in their assessment procedures to ensure that progress data is robust, accurate and underpins all lessons. Effective systems are in place to track and review individual pupil progress and to target interventions. These rigorous tracking procedures enable the school to identify potentially vulnerable groups of learners and track the effectiveness of intervention programmes. These thorough assessments ensure that staff are well aware of all pupils' starting points and the levels which they are expected to achieve over time. We have developed highly effective assessment for learning skills in all staff and they are now a feature of all lessons.

The Leadership and Management Team lead the teaching staff to rigorously review attainment and progress of pupils with SEND and all groups of pupils to challenge the gap. Pupils who are not on track to

reach their attainment targets are identified. Changes in the provision already in place for them are made if required.

The Governors are involved in monitoring. Information is shared with Governors through:

- evidence of monitoring classroom practice by school senior management/SENDCo
- evidence of self-evaluation
- SEND Governor's Report
- the Strategic School Development Plan
- Monitoring and Evaluation meetings
- SEND evidence from most recent OFSTED report
- the termly report to Governors by the Headteacher includes up-dated information on the number of pupils on the SEND record

The Headteacher and the nominated Governors monitor the programme, policy and provision throughout the year. All Governors are aware of their responsibilities for SEND and discuss the issues regularly as part of the Governors' SEND subcommittee.

Governors robustly hold senior leaders to account for all aspects of the school's performance and strike an excellent balance of support and challenge.

Most of our pupils start Westfield Infant School with levels of attainment and development in all areas which are significantly below those typically found. However, they make progress by the end of Key Stage 1 because of the targeted intervention that we provide for our pupils and the excellent teaching and learning that they typically receive.

c. Westfield Infant School's approach to teaching pupils with special educational needs

Class organisation is reviewed each year according to the needs of the cohort thus enabling us to teach in a way that matches individual needs and challenges each group of learners. Pupils' placement within groups is reviewed regularly to ensure that every pupil is in the appropriate group. Pupils are generally taught in their mixed ability classes for all lessons, this is constantly reviewed and small group or 1:1 sessions will be used when needed. Recommendations from outside agencies and the SENDCo are used to ensure SEND pupils are able to access the curriculum.

Adaptive teaching as well as explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and technology for specific groups of learners within lessons complements the wide range of teaching styles our teachers use to inspire their pupils, thus ensuring very good outcomes from lessons and embedding resilience and independence in our learners. We know that pupils benefit from a creative learning environment including the use of outdoor facilities. Pupils are constantly monitored to ensure their provision is able to meet their needs and ensure they are making expected progress. Staff have an outstanding knowledge of all pupils' learning needs. They use this information to inform planning and to ensure accurate adaptive, high quality teaching.

The school's SEND Co-ordinator and Resource Base Teachers will:

- determine the strategic development of the SEND policy
- have responsibility for the operation of the SEND policy
- co-ordinate provision for all pupils with SEND
- lead staff in ensuring the school meets the requirements of the SEND and Disability Reform 2014
- maintain the SEND record
- oversee and review the individual records and assessments of all pupils with SEND
- ensure all relevant staff receive updated information regarding pupils on SEND Record
- liaise with, advise and contribute to the in-service training of teachers and other staff
- increase the confidence and knowledge of all practitioners and teachers so that they can make adjustments that will narrow the gap between pupils with different categories of SEND and their peers and use more effective strategic approaches and responses to the diverse needs of individual pupils

- advise on a graduated approach to providing SEND support (Assess, Plan, Do, Review)
- improve outcomes for all pupils by helping school evolve an increasingly inclusive practice
- oversee the smooth running of suitable initiatives that benefit pupils with SEND or liaise with relevant staff
- liaise with parents/carers and provide any support they may need to help their child reach his/her full potential
- work with the class teacher to liaise with pupils so they understand the targets they are working towards and ensure they understand who they can ask if they have concerns
- liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- liaise with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- represent Westfield Infant School at SENDCo Network meetings and other relevant meetings to keep school informed of current changes
- contact 'Early Help' services team where relevant who will decide which services need to be contacted or refer cases to and liaise with LA support services and other external agencies
- investigate and introduce suitable new initiatives that would benefit pupils with SEND
- Liaise with the relevant designated teacher where a Looked After pupil has SEND
- Advise on the deployment of the school's delegated budget and other resources to meet the needs of the pupils' needs effectively
- Work with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

d. How Westfield Infant School adapts the curriculum and learning environment for pupils with special educational needs

The following additional facilities for pupils with SEND are available at this school:

- Resources/advice recommended by the various departments within the Specialist Teaching Service
- LSA time to benefit those pupils who need extra support directed by the relevant teacher e.g. LSAs to support in English and Mathematics lessons and run interventions such as SALT/Social and Communication Groups, Motor Skills, ELSA, precision teaching and colourful semantics.
- SENDCo time to support with identified pupils
- Behaviour support both at home and at school
- Adapted and scaffolded lessons throughout the curriculum, with provision continually monitored and reviewed as needed
- Support from designated Speech and Language Therapists
- Makaton signs and symbols are incorporated into school life to promote and support communication
- Support groups e.g. Breakfast Club, Luncheon Clubs, ELSA,

To see how Westfield Infant School adapts the learning environment see further sections within this SEND Information Report.

e. Additional support for learning that is available to pupils with special educational needs and disabilities

Support work and intervention groups are organised, resourced and staffed each year according to the needs of the cohorts. Parents/Carers are informed throughout the process.

Significant partnerships with outside agencies and schools include our working partnership with Educational Psychology, Speech and Language Therapy and Oakfield Short Stay School.

f. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

The curriculum is also extended through clubs within the school day and after school activities. These activities give the pupils opportunities to develop new skills as well as display their talents. Some of these extended curriculum opportunities are provided by the school and others run by external providers. Examples of activities provided include multisports, gymnastics, football, music, drama and dodgeball.

In order to maximise the impact of the Pupil Premium Grant funding we have provided opportunities to meet the specific needs of identified groups of pupils. e.g. Breakfast Club for pupils who would benefit from a calmer start to the day. SEND pupils are encouraged to attend these clubs where possible and where appropriate extra adult support is offered. Please see Pupil Premium Strategy
Where relevant parents/carers can be involved with the planning of activities/trips to meet the needs of their child.

At playtimes and lunchtimes there is a high level of adult support in the playgrounds (enclosed or main playground). When required a pupil/s may be monitored or supported more closely to meet their needs. At lunchtime pupils from the Resource Base can join the rest of the school to eat together. Special diets are catered for. Pupils have high levels of support if required. A Luncheon Club runs each day with our ELSAs to support highlighted pupils with their social skills or for other reasons that have been recognised by members of staff.

g. Support that is available for improving the emotional and social development of pupils with special educational needs

Westfield Infant School offers an extensive range of interventions to support the pupil's different needs, enabling full access to participation in school life. As well as the rigorous assessment and tracking processes to ensure the early identification of individual pupil's needs to implement the correct provision there are other intervention groups in school to support the pastoral and social needs of pupils e.g. Social Communication Groups, behaviour support, Breakfast and Luncheon Club. Monitoring and evaluations of progress takes place to ensure accountability and effectiveness of the intervention programmes.

ELSA and Theraplay sessions are held in school to support pupils with emotional needs. These sessions have been particularly successful for pupils with difficulties with friendships, difficulties at play times and low self-esteem.

Zones of Regulation linked to The Colour Monster book by Anna Llenas is implemented throughout the school to teach and support self-regulation. We have linked the Zones to The Colour Monster book to help promote it's understanding and retention as well as give an age appropriate visual representation. The book is read and kept in each class, an assembly held and lessons and circle times used to embed the curriculum. Each classroom and intervention room has a board for pupils to optionally place their pegs to match their feelings as a daily check in. As well as a portable strategies board in each class, individual pupils have smaller boards that are interactive to support self-regulation.

Staff promote an ethos promoting the core values and recognise that schools, parents, health professionals, government and employers all recognise the vital role played by character and resilience in helping children and young people thrive. Everyday personal qualities and strengths contribute to academic, social and emotional outcomes.

This whole school approach for pupil and staff wellbeing has created an ethos where mistakes are a normal part of learning and the only way to make progress is to 'have a go'. We aim for an ethos of mistakes are ok and being resilient enough to take chances and bounce back from 'failures'.

For a small group of pupils, where needs result in positive handling and/or a risk assessment, staff have Behaviour Support Plans and liaise with parents/carers. All staff are made aware of the action to be followed in order to support pupils. These plans ensure the support is individual, consistent and monitored through the graduated response. (see Behaviour Policy).

We have worked closely with the LA team responsible for Looked After pupils (Children in Care) and the effort we have made to avoid exclusions has been recognised by professionals outside school and is a testament to our success in behaviour management. Our Home-School Agreement ensures pupils and

parents/carers are committed to the ethos and aims of our school. Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There have been no permanent exclusions over the last thirty years, further showing our success in managing our pupil's behaviour over time, whilst being fully inclusive.

The Boxall Profile can be used in school to provide a framework for the precise assessment of pupils who have social, emotional and behavioural difficulties. It gives staff an insight into the pupil's behaviour and how we can support them and assesses their progress.

Attendance is continually monitored by staff with the support of our monthly welfare senior management meetings.

Governors have agreed policies that focus on the pupils adopting safe and responsible practices in the use of new and ever advancing technology. This includes the Health and Safety Policy, Keeping Children Safe at Westfield Infant School (which includes the Acceptable Use Policy). LA guidance has been used in the implementation of these policies and staff regularly remind pupils of safe practices. All groups of pupils feel safe at school. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.

For the way Westfield Infant School manages the administration of medicines or for medical support available for pupils with special educational needs and disabilities please refer to the Health and Safety Policy and the Supporting Pupils with Medical Conditions including Asthma Policy. Key members of staff receive regular first aid training and designated members of staff have received additional training. Staff are aware of the medical needs of pupils. If training is required school has to source from outside agencies i.e. Epilepsy training. Health Care Plans are provided where relevant.

See also Personal/Intimate Care and Toileting Policy.

Section 4

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

The Governors of Westfield Infant School support and invest in the professional development of all staff. Funding is allocated to training every year according to the needs of individuals and of the school as set out in the Strategic School Development Plan.

All staff at Westfield Infant School have had the opportunity to attend AOS/AET making sense of autism training and good autism practice as well as ADHD solutions training. Staff have also had the opportunity to attend training on other areas of need such as ACES, trauma, emotional coaching, Team teach, Dyslexia, Dyspraxia, Makaton, Attachment, specific physical needs, Drawing and Talking, precision teaching, colourful semantics, Talk for Writing and the principles of Theraplay.

The SENDCo trains teachers and support staff in current SEND practice annually.

SENDCo and Resource Base lead attend termly SENDCoNet meeting to keep up to date of new reform, training available to staff and liaise with SENDCos from other schools in the area.

Higher Level Teaching Assistant Mrs Alison Lunn runs Speech and Language invention programmes in the Resource Base which are run in close collaboration with Speech and Language Therapists. In these intervention programmes pupils work on individual targets including social communication targets. In the Resource Base the support team have a vast experience of pupils with special educational needs or disabilities. They have received the appropriate training from outside agencies to ensure high quality provision. She also supports mainstream with their speech and language targets from a therapist.

The school's Pastoral Manager has received training for ELSA, drawing and talking, CAMHS, family support, reducing parental conflict, Relax kids and trauma/ACEs. Two key support staff run ELSA sessions and principles of Theraplay in school which continues to support pupils with emotional needs.

Section 5

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

Other services Westfield Infant School have access to are

- Educational Psychology Service
- Specialist Teaching Services which has been restructured into the following teams:
 - Vision Support Team
 - Assistive Technology for Education Team
 - Autism and Learning Support Team
 - Hearing Support Team
- Dorothy Goodman outreach support
- Oakfield Behaviour Forum
- Early years SEND and inclusion team
- Special Educational Needs Assessment Service (SENA)
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- School Nurse
- Member National Association of Special Educational Needs (NASEND)
- SEND Information Advice and Support Service (SENDIASS)
- Gateway Alliance

Westfield Infant School is actively involved with:

- Leicestershire SEND Co-ordinators Network
- Gateway Alliance SENDCo group

A number of these organisations are now traded services and the school is required to fund assessments and specialist support where appropriate.

Section 6

Information about how equipment and facilities to support children and young people with special educational needs will be secured

The following additional facilities for pupils with SEND are available at this school:

- provision for special diets (kitchen on site)
- an enclosed play area attached to Class 7 (Resource Base) available for all pupils to develop gross motor skills in a safe and secure environment
- Resource Base LED dimmable warm lighting
- there are further outdoor areas available around school to enable lessons to take place in an outdoor environment
- there is Play Pod provision to encourage creative and imaginative play, a Friendship Train, Trim Trail with large climbing and balancing equipment
- resources recommended by the various departments within the Specialist Teaching Service
- Support from designated Speech and Language Therapist
- Within the main school building and the modular building access for a wheelchair is available and there is wheelchair access to all areas used by relevant pupils
- Toilets for disabled pupils are installed and the design of the building is suitable for pupils with physical disabilities.
- Within the main school building the ceilings have been lowered and floor carpeted to improve acoustics for hearing impaired pupils. There is a sound field system in Resource Base. Learning

Support Assistants in the Resource Base are experienced with microphones and have had hearing impaired training.

- Disabled parking bay
- Resources are adapted for pupils with visual impairment

Section 7

The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child

If a teacher has concerns regarding a pupil with the involvement of the SENDCo these will be shared with parents/carers. If these concerns continue despite appropriate interventions parents/carers are informed when their child is placed on the Special Educational Needs Record. When a pupil is placed on the SEND Record they will have an individual plan (Westfield SEND Support Plan) detailing the graduated response with up to 4 targets to help them with their difficulties. The child's class teacher or SENDCo will share the plan with parents/carers through Provision Maps. If relevant, resources are provided to support this. The plan is shared with the pupil so they are aware of their targets and they can enjoy celebrating their own success. All staff working with the pupil will be aware of the targets. Each pupil's Westfield Support Plan is reviewed and revised each term using information collected in school from all members of staff working with the pupil. Any information/views of parents/carers or pupils have towards their progress or next plan will be added. Plans are used to record outcomes against the targets and impact to be monitored and evaluated. At any stage during their time at Westfield Infant School a pupil can be removed or added to the SEND Record depending on the amount of support they require. Or at any stage further assessments can be considered or changes made to provision.

Westfield Infant School produces a leaflet that is updated annually explaining to parents/carers what provision is in place to support their child and how they can help them at home. This leaflet informs parents/carers who they can contact in school if they have concerns. The leaflet also explains how school may (with their permission) seek advice from outside agencies. Details of support available via the Local Authority is also available in the leaflet.

The majority of pupils with will have their special educational needs suitably addressed by arrangements in mainstream. In cases where despite continuing intervention and reasonable adjustments a pupil continues to experience a much higher level of difficulty than their peers in making progress, then the school will seek advice from our designated Educational Psychologist (with parental/carer agreement), a speech and language therapist or paediatrician and if appropriate apply for 'SEND Intervention Funding' or refer the pupil to the LA for a statutory assessment of their special needs. Such an assessment, if agreed may subsequently lead the LA deciding to share formal responsibility with the school for meeting the pupil's needs through an Education, Health and Care Plan (EHCP). This information is shared with parents/carers at each stage with their point of views encouraged. School can support parents/carers with any paperwork involved in this process or share contact details of organisations that can help. Pupils with an EHCP or a specific need for additional communication with parents/carers can have a Home-School Contact book which parents/carers are encouraged to use. Other opportunities for parent/carer involvement are through their child's Annual Reviews.

The Parent/Carer Questionnaire indicates that parents/carers are very well informed about their child's development, attitude, attainment and progress. We share comprehensive information during a Pupil Progress Consultation in the Autumn Term and in the Spring Term. We provide a detailed individual Annual Report in the Summer Term and an Open Evening to discuss the report.

Homework packs are provided for pupils during school closure periods. These are explained to parents/carers and are adapted to meet the needs of the pupils.

Our school website is effective in supporting communication for all groups.

We also communicate effectively with parents/carers in the following ways;

- Newsletters (include dates for the term and general information)
- Letters are sent by email. Parents can request paper copy

- Text Messaging Service
- Dojo online and app platform
- Governors send a termly newsletter home
- All pupils have a book bag and an individual reading contact book is kept in it. Staff make comments and encourage parent/carers to comment on reading at home

Section 8

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupils have excellent educational experiences at Westfield Infant School and these give them the opportunity to reach their full potential to ensure that they are very well equipped for the next stage of their education. This is because our practice consistently reflects the highest expectations of staff and the highest aspirations for pupils. These high expectations are throughout the school and include disabled pupils and those with special educational needs.

We believe that whenever possible pupils should be involved in recognising their difficulties and achievements. Considering the age of the pupils at our school their contributions concerning these difficulties and achievements may need to be adapted accordingly.

In practice pupils with special needs and disabilities at our school are encouraged to be involved in the following ways:

- through restorative conversations in discussing their problems, feelings and difficulties with sensitive adults and other pupils
- in recognising and celebrating their own achievements including using “I can...” statements
- SEND support plans and reviews include pupil voice
- Well-being questionnaires
- signing and having their view recorded in their new Westfield Support Plan so they are aware of their targets and share their completed one to celebrate their successes
- in participating in ‘whole school life’ this is sometimes funded by Pupil Premium e.g. after school clubs, school council
- Pupil view on Annual Review
- Personal Education Plan for Looked After Pupils (Children in Care) include pupil’s voice

Section 9

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting

The school operates an 'Open Door' policy. Parents/Carers are able to exchange information with staff in the morning and at the end of the school day and the Headteacher is available for both informal and formal discussions. Support staff are at the doors each morning to greet families and assist with any queries. At the end of the school day teaching staff take pupils to the outside exit doors and are available to see parents/carers as required.

Parents/Carers have a close and open relationship with staff and any issues are investigated and information reported back to parents/carers promptly. If you wish to see the school’s complaints procedure it can be found within the Complaints Policy.

Section 10

The contact details of support services for the parents and carers of pupils with special educational needs and disabilities, including those for arrangements made in accordance with clause 32

We are very aware of the need to encourage and engage parents/carers in their child’s learning, well-being and development. We also recognise that to make a difference we need to affect their own parental and learning skills in order that they are able to pass this on to their children both through their actions and the examples they set as learners. We provide a comprehensive programme of opportunities over the year and at different times of the day where parents/carers can learn alongside their child.

We also support parents/carers in liaising with any outside agencies that become involved in supporting their child. Parents/Carers of SEND pupils are kept fully informed and have additional opportunities to gain information on how they can support their child's learning.

Useful information is available in school entrance area.

As mentioned previously school produces a leaflet to inform parents/carers of support their child is receiving in school with links to the Special Educational Needs and Disability Information, Advice and Support Service on the Leicestershire County Council website. Through liaisons with parents/carers staff will inform them of any further services available or support them completing any paperwork.

Section 11

Westfield Infant School's arrangements for supporting pupils with special educational needs and disabilities in transferring to Key Stage 2

Meetings are held regularly to discuss pupils on the Special Education Needs Record transferring to another provision/the next Key Stage where information/records are shared.

Parents/Carers are encouraged and supported in visiting the new provision before the transfer Annual Review takes place to inform choice. For these pupils a booklet is produced prior to the transfer which includes photographs to look at over the summer holidays. Additional visits or individual arrangements will take place as deemed appropriate by the class teacher. The timescale for this is organised according to individual pupil needs.

Information on where the local authority's local offer is published

<http://leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>