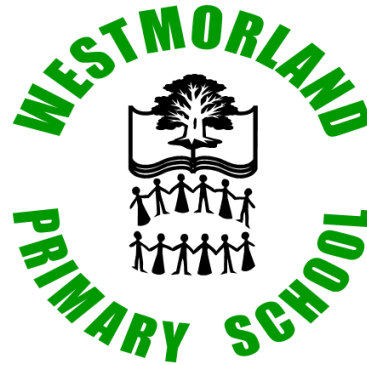


Westmorland Primary School
SEN Information Report

Autumn 2024



Westmorland Primary School is an inclusive school.

Our vision aims to achieve MORE at Westmorland.

The definition of Special Educational Needs

“A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010.”

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole class provision tend to be more cost effective and sustainable. “

(Special Educational Needs and Disability (SEND) Code of Practice, September 2014)

Staffing...

The designated teacher responsible for coordinating SEND provision (The SEND Coordinator or SENCO) is Liz Garner.



If you have any concerns about your child and/or the support they are getting at school, please come and see me. You can call me on 0161 406 9403/ option 3, or come into school where I will be happy to meet with you.

Jeanette Braithwaite is the school governor with specific oversight of the school's arrangements for SEN and disability. Jeanette meets regularly with Liz to review the school's arrangements for supporting children with Special Educational Needs and Disability.

How does the school know if my child needs extra help/ has Special Educational Needs?

Identifying Needs:

Assess each pupil's current skills and level of attainment

Consider evidence that a pupil may have a disability, as defined by the Equality Act 2010, and, if so, reasonable adjustments will be made



Class teachers make regular assessments of progress for their pupils. At the end of every term these assessments are reviewed by the Senior Management Team, Governors and SENCO.



Assessments seek to identify pupils who are making less than expected progress. This can be categorised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

NB: Slow progress and low attainment does not necessarily mean that a child has SEN. Equally, attainment in line with the child's chronological age does not necessarily mean there is no learning difficulty or disability

The 'School Offer', detailed in our provision maps, outlines the support that will be put into place.

The following four broad areas will be used when reviewing support needed:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs



High quality teaching targeted at the pupil's areas of weakness/difficulty. Class teachers ensure that they are following the entitlement framework and the graduated response set out in our school provision maps for all 4 areas of SEN.



How does Westmorland Primary School support my child?

The following information explains how Westmorland Primary supports children under the four broad areas of need. The SENCO identifies the areas of need for each child in order to know what actions the school should take to support your child.

However, many children have needs which fall into more than one of these areas and therefore your child may access support from one or more of these areas of need.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Communication and Interaction



“The ability to communicate – to say what you want to say and to understand what other people are saying – is fundamental to life chances” (Jean Gross, Time to Talk, 2013). This is why Oracy is central to our MORE intent.

Westmorland employs Anna Badcock 3 days a week through a Service Level Agreement. Anna is an NHS highly specialist speech and language therapist. Anna supports staff at Westmorland Primary to correctly identify and support children who have speech, language and communication needs.

Anna provides a staff training package which includes training staff in:

Wellcomm	Speech Link	Lego Therapy	Narrative Therapy	Social Skills
CoreVocabulary Therapy	Neli	Talking Mats	Language Link	Emotions Coaching
Memory Magic	Word Aware	Colourful Semantics	Language for Thinking	Language for Behaviour and Emotions



In addition, school also employs Georgia Baxter as a speech and language assistant for 4.5 days a week. As part of the school's offer, Anna or Georgia may see your child at school.

As well as this we also have Polly Scott, who is an NHS speech and language therapist, based at Westmorland for 27 days across the academic year. She works directly with children that school and Anna have assessed as needing therapy. This means that children receive timely therapy at school as a part of their targeted and individualised provision, rather than needing time away from school to attend therapy sessions elsewhere. It also ensures effective multiagency working between SALT and school with the sharing

of targets with teachers and the supports the continuity of approach between 1:1 and group therapy and generalisation of this learning into the classroom environment.

In addition to ensuring a high level of speech and language training for all teachers and teaching assistants, the school also employs 3 full time HLTAs who deliver targeted, comprehensive and progressive interventions, including speech and language, within the classrooms where possible and externally as groups or 1:1 where necessary.

Your child's class teacher will let you know if he/ she is being seen by the Speech and Language team and Anna will also meet with you to find out your views of your child's speech, language and communication needs. School also offers family speech and language sessions which parents/ carers are invited to attend alongside their child.

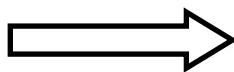
The following information explains how your child is supported throughout the school...

Nursery:

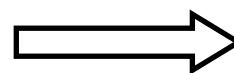
Every child completes a Wellcomm age standardised assessment in September. This looks at your child's:

- Attention and Listening
- Understanding of language
- Spoken language
- Vocabulary
- Speech sounds
- Social use of language
- Play skills

The language screen, alongside your child's class teacher's observations and your parent views, allows your child to be supported in the following ways.



There are no current concerns about your child's speech, language and communication needs. Your child will be supported through the whole school approach to Makaton and the principles of Every Child a Talker (ECAT) being followed in the nursery.



The language screen has identified that your child will benefit from some additional language support at nursery.



Your child will take part in a weekly language group (1:4) from October until July. They will also have a weekly follow-up session with a teaching assistant (1:1)

You will be invited to attend a parents' information session. This will explain what your child will be doing in their language group. You will also be given advice on how you can help your child at home and will be provided with a speech and language activity pack.

Your child may have further observations and assessments by Anna. As we are no longer referring into NHS speech and language therapy, Anna will write an ITP for your child and work closely with all staff to address targeted areas. Alternatively, with your consent, it may be decided that a referral to the Child Development Unit would help your child. Anna will complete a referral form with you (CAF).



The language screen will be completed again in June/July to see the progress your child has made and identify any further areas of difficulty that your child may be experiencing.

Your child may have already been identified as needing speech therapy before they start nursery. If your child is already attending the NHS clinic or the Child Development Unit (CDU) then the school will follow the Individual Therapy Plan (ITP) set by the speech therapist. This will mean that your child will be given 1:1 support, every week, to follow the targets and work set by the therapist. Sometimes, your child may be receiving therapy but the school are not given an ITP. If this is the case then Anna or Rachel will advise our staff on how to support your child and they will still receive 1:1 support at nursery. *If your child is attending speech therapy, they will need to continue to attend these appointments as therapy at school is in addition to the therapy provided by the NHS.*

All children complete the Wellcomm screen in September. However, if your child starts nursery in January or April then they will be screened at that point.

If your child is showing difficulties with their speech sounds, they will complete a 2 x weekly 'phonological awareness' intervention and, if still necessary after this targeted intervention, they will receive 1:1 speech sound therapy with an Early Years HLTA guided by Anna.

If your child is showing that they are having difficulties with their fluency of speech e.g., stammering, then Anna will complete a referral to the NHS speech and language dysfluency service with you.

You will be invited to attend a Speech and Language parent workshop while your child is in nursery. This will help you to use the same strategies as school to support the development of your child's understanding and vocabulary. You will also be shown the symbols we use to support the development of speech and language in Nursery. If deemed helpful, a copy of the same symbols will be sent home with you to ensure continuity of approach.

Reception:

Every child has a Neli assessment in September.

This assessment looks at your child's understanding and use of language.

A class profile is generated from this assessment. This gives advice to the class teacher on inclusive strategies that will support all the children in the class with their understanding of language.

If your child shows that they are experiencing 'significant difficulties' or 'mild/moderate difficulties' (under the 16th centile) in this assessment then they will access further support.

Your child will take part in a weekly Neli intervention group (1:4) which will target their area of need as identified in the initial assessment.

All children who achieved under the 16th centile will be re-assessed in June. Children who still show that they have 'significant difficulties' understanding language will have further support in Year 1, in the form of Language Link.

If you or your child's class teacher has concerns about the following:

- Fluency of speech
- Speech sounds
- Spoken Language
- Social use of language

If your child's class teacher or Anna has concerns about your child's phonological awareness then your child will complete 10 weeks of a weekly phonological awareness intervention.

The class teacher will complete a 'teacher concern' referral for Anna.

Anna will complete an informal speech and language assessment.

Anna will meet with the child's parents to gain their views.

Anna to write an ITP (if appropriate) and arrange/support 1:1 staff to follow the programme.

Key Stage One (Years 1-2):

If your child leaves Reception showing that they have a 'significant difficulty' in understanding language then he/she will receive 2 x weekly Infant Language Link intervention.

If your child requires a higher level of SALT support, then they will be monitored by Rachel Jones with a termly review of targets. Individual therapy will be delivered weekly by Kelly Parkin, our SEN HLTA or, for the most complex needs, Rachel Jones or Anna Badcock. All teachers and TAs are SALT trained and support your child to work on their targets within the classroom. Individual targets are shared, with all adults who work with your child and, where relevant, are recorded on their SEN Support plan. As part of your child's cycle of support, targets are assessed and new targets set at least termly.

Concerns from your child's class teacher or from Anna may result in them completing 10 weeks of the following weekly interventions:

-Narrative Therapy -Emotional Regulation - Talking Partners -
Phonological Awareness -Colourful Semantics
-Talking for Thinking - Word Aware
Targets from these interventions are again shared with teachers and supported in class.

The class teacher will refer to Anna or Rachel if you or they have concerns about: Fluency of speech; Speech sounds; Spoken Language; Social use of language.

Anna/ Rachel will complete an informal speech and language assessment and meet with the child's parents to gain their views.

Key Stage Two (Years 3-6):

Junior Language Link is used as a screening assessment tool as a first response for concerns about a child's understanding of language. The results from this assessment are compared to the results from Reception/KS1 to see if the increased language demands of the curriculum have changed their score / widened the gap between themselves and their peers.

If your child is being seen by Rachel Jones or Anna Badcock then they will have weekly 1:1 support from Kelly Parkin to follow the ITP. All teachers and TAs are SALT trained and support your child to work on their targets within the classroom. Individual targets are shared, with all adults who work with your child and, where relevant, are recorded on their SEN Support plan. As part of your child's cycle of support, targets are assessed and new targets set at least termly.

Concerns from your child's class teacher or from Anna may result in them completing 10 weeks of the following weekly interventions:

-Narrative Therapy - Talking Partners - Phonological Awareness
-Colourful Semantics -Memory Magic -Lego Therapy -Word Aware
-Language Link -Language for Behaviour and Emotions
- Social Skills -Questioning and Reasoning/ Blank Levels

Targets from these interventions are again shared with teachers and supported in class.

Anna or Rachel to write an ITP (if appropriate) and arrange/ support 1:1 to follow the programme.

The SALT base:

School has a SALT base. Children require a calm, distraction free environment in which to hold assessments; conduct meetings and reviews with external SALT therapists and to run speech sound, dysfluency, and all other language-based interventions. The room is divided into 2 sections and can accommodate a variety of groups working at once. There is also a small 1:1 room to the side where children can complete more confidential work.



Cognition and Learning

All pupils at Westmorland Primary have access to a broad and balanced curriculum. Teachers have high expectations of all pupils and plan lessons to address areas of difficulty and remove barriers to learning.

The class teacher's complete daily, weekly and termly assessments and are therefore able to quickly identify children who are not making the expected progress (as outlined on page 3: Identifying Needs). The class teachers are accountable for the progress and development of the children in their class and this progress is reviewed by the Senior Management Team and Governors, at the end of every term. The school's open-door policy, alongside the various parental engagement activities e.g., coffee mornings, parents' evenings and class assemblies, ensure that parents and carers have opportunities to express any concerns that they have about their child's development.

Westmorland Primary recognises the importance of high-quality teaching and that adapted teaching is the first step to supporting a child who may have a Special Educational Need. All teaching staff follow Westmorland's graduated response, using our unique provision maps across all 4 areas of Special Educational Need.

Westmorland Primary employs 16 Learning Support Assistants (LSAs) and 4 Higher Level Teaching Assistants (HLTAs). LSAs access a high level of continuous professional development and are planned for by teachers to ensure all children receive a targeted and supportive package of provision to enable them to achieve their full potential.

LSAs are familiar with the one-page profiles, SEN support plans and EHCPs of all students with whom they work and support the children to achieve their targets whilst also maintaining their independence. 4 HLTAs, as discussed earlier, not only support the children with their identified SALT needs, but also offer targeted and individualised intervention, both within and outside of class, for children who are working below their peers and those who are on SEN Support. In addition to this, our target room staff work 1:1 and with small groups to support all children with Educational Health and Care Plans.

Teachers ensure that all children are taught at their level of understanding, with appropriate, differentiated input, completing multi-sensory, high-quality tasks to secure their knowledge and progress towards their targets. LSAs work with a group of children in every lesson. These sessions are planned by the teacher to meet a wide variety of outcomes, e.g., to provide appropriate learning for a

child working significantly below their age-related expectations; to support children whom formative assessment has shown are struggling to grasp a concept; to push children to complete mastery work; to promote independence when completing tasks. All children also access a great proportion of learning time with their class teacher.

This high-quality package of provision significantly reduces the need for children to be removed from class in the afternoons to complete formal interventions. In addition to this, our MORE intent inspired us to buy in Anna Badcock as speech and language therapist 3 days a week to focus on SALT training for our LSAs as well as 1:1 direct support for children and their families. As such, LSAs now work within class in the afternoons to support children's progress towards SALT targets which have been set through our wide offer of SALT interventions as well as Individual Therapy Plans. Many of our pupils have also been assessed as having a low range of vocabulary and LSAs are used to support specific pre teaching and over teaching of terminology in subjects such as Science, History and Geography. Again, this supports all children to access high quality learning of a broad and balanced curriculum whilst being fully included in their classroom environment.

Our school provides a vast universal offer to all children. As part of our graduated response, a small range of key interventions take place outside the classroom as data has shown them to have significant impact upon a child's level of achievement. The following information explains how these interventions are organised at Westmorland Primary:

- Westmorland Primary is committed to early intervention in order to prevent the long-term effects of underachievement that may affect the life-chances of young people
- Low attainment is an on-going challenge for the school. Working in an area of high deprivation means that low standards on entry are a reality, but a poor start in life should not be perceived as having Special Educational Needs
- The school is aware that an intervention is an investment in a child to make progress
- Interventions are robust, measurable and proven to be effective with the aim that children make at least twice the normal rate of progress
- The school runs intervention programmes, after training, and has made a commitment to the sustainability of proven intervention programmes over time
- A successful model for intervention training courses is followed. Where possible a teacher and teaching assistant attend training and work together to ensure the programme maintains fidelity and the child is making progress
- A suitable place for the intervention to take place is allocated and sufficient time is allowed to plan and run the intervention

- The school gives consideration to staffing and resources in order to sustain the interventions
- Intervention-trained staff are able to share the nature of the intervention with the whole school and other members of staff may be given the opportunity to observe the intervention being delivered in school
- The school is aware of 'intervention overload' and selects specific interventions proven to make a difference to our children e.g., those with quantitative or qualitative data to support effectiveness, proven over time or selected to meet identified needs.
- The school implements a 'layered approach' to interventions, carefully choosing a few, well-placed interventions for each phase. These focus on the aims that every child will be a talker, reader and counter by the age of 7 (ECAT, ECAR, ECC)
- Data on interventions is collected and analysed in order to monitor effectiveness
- The school tracks and monitors children after interventions to show progress over time. Children will be reassessed four months after completing an intervention programme to ensure progress is maintained.
- Children experiencing success on intervention programmes have their progress celebrated and built into school celebration practice

Intervention Summary

Intervention:	Criteria for support:	Delivery:
Colourful Semantics	<p>Colourful semantics is used to develop language structure and writing for all children from Reception to Year 6. Some children need extra support in this and so may do an additional colourful semantics intervention. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour coding them. Who? What Doing? What? Where? The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives. The approach helps children to organise their sentences into key levels. The approach is used in stages and helps children develop language and vocabulary in addition to grammatical structure. It can be used to help children who are starting to develop language and have limited vocabulary to confident talkers who struggle to organise the grammatical content of their sentences. The approach can be used with children with a range of Speech, Language and Communication Needs including: Specific Language Impairment; Developmental Delay or Disorder; Autistic Spectrum Condition; Down Syndrome and Literacy difficulties.</p> <p>There are a range of benefits to using this approach, including but not limited to;</p> <ul style="list-style-type: none">• Encouraging wider vocabulary• Making sentences longer• Helps children to answer questions or generate responses to questions• Developing use of nouns, verbs, prepositions and adjectives• Improves story telling skills	1:1 or 1:4/5 1 x 30-minute weekly session

	<ul style="list-style-type: none"> • Can be transferred to written sentences and written language comprehension • Can be carried out individually or in small groups 	
Core Vocabulary Therapy	Aimed at children in nursery and reception who present with significant difficulties with their Speech sound production skills. 50 words that are functionally 'powerful' for the child are chosen and flash cards that are colour coded in to categories with photographs alongside the written word are made. Each week ten words are selected from the list and best production is drilled in twice-weekly sessions. Use of Makaton, syllable clapping, repetition is used alongside speech to gain production closest the target. Aim is to impact on overall intelligibility of speech	1:1 2 x 10-minute weekly sessions
ELSA (Emotional Literacy Support Awareness)	The ELSA (Emotional Literacy Support Assistant) intervention supports the emotional needs of pupils. ELSA trained teaching assistants and teachers develop and deliver individualised support programmes to meet the emotional needs of children and young people in school. It recognises that children learn better and are happier in school if their emotional needs are also addressed. Children may be placed on this programme after experiencing a sudden change at home such as loss, or to help them deal with ongoing illness.	1:1 1 x 30-minute weekly session for a maximum of 8 weeks
Emotional Regulation	A unique Westmorland intervention designed to help children to develop a number of skills that can help them to self-regulate their emotions. These skills include, but are not limited to: <ul style="list-style-type: none"> • Creating space. Emotions happen fast. ... • Noticing what you feel. ... • Naming what you feel. ... • Accepting the emotion. ... • Practicing mindfulness. ... • Identifying and reducing triggers. ... 	1:4/5 1 x 30-minute weekly session

	<ul style="list-style-type: none"> • Tuning into physical symptoms. ... • Considering the story you are telling yourself. • Therapeutic stories are used in this intervention. 	
Language For Behaviour and Emotions	<p>This practical, interactive resource is designed to be used by professionals who work with children and young people who have Social, Emotional and Mental Health needs and Speech, Language and Communication needs. Gaps in language and emotional skills can have a negative impact on behaviour as well as mental health and self-esteem. The Language for Behaviour and Emotions approach provides a systematic approach to developing these skills so that young people can understand and work through social interaction difficulties.</p> <p>Key features include:</p> <ul style="list-style-type: none"> • A focus on specific skills that are linked to behaviour, such as understanding meaning, verbal reasoning and emotional literacy skills. • A framework for assessment, as well as a range of downloadable activities, worksheets and resources for supporting students. • Sixty illustrated scenarios that can be used flexibly with a wide range of ages and abilities to promote language skills, emotional skills and self-awareness. 	<p>1:1/ 1:4 1 x 30-minute weekly session</p>
Language for Thinking	<p>The dialogue between teacher and student that underpins learning frequently involves students being asked questions. However, a significant proportion of children find it difficult to understand these increasingly complex questions, including those with autism, social communication disorder, Developmental Language Disorder and learning difficulties. They may be able to understand simple and direct language, but when required to 'read between the lines' they struggle. This difficulty with questions may an</p>	<p>1:4 1 x 30-minute weekly session</p>

	<p>impact on their understanding of social situations as well as reading comprehension.</p> <p>Language for Thinking is a structured approach to develop children's language from the 'here and now' to the 'how and why'. 50 colour drawings form the backbone of the resource. Written scenarios and question sheets are provided so adults can ask carefully promote children's verbal reasoning and thinking skills.</p>	
Language Link Groups	<p>Children who are assessed as still struggling with language after Welcomm and Neli are screened at the beginning of Year 1 using the computer-based Language Link assessment. This looks at their receptive language skills in the following areas:</p> <ul style="list-style-type: none"> - Following instructions - Pronouns - Negatives - Questions - Verbal reasoning - Association <p>The programme places the children into groups based on their level of need and language link groups are then run throughout the year to work on the development of the identified skills. The children who have been accessing groups are then reassessed to determine the level of progress made and inform plans for future input.</p> <p>The Language Link assessment is then also used throughout KS1 and KS2 to screen children who are new to the school, those who have a new identified Speech, language and communication need and to monitor those children who have been previously been involved with the groups. Language Links groups are set up throughout the year groups to meet any current need.</p> <p>The KS2 assessment also includes the following areas of higher-level receptive language skills:</p> <ul style="list-style-type: none"> - Complex Sentences 	<p>1:5 1 x 30-minute weekly session</p>

	<ul style="list-style-type: none"> - Narrative Inference - Figurative Language 	
Lego Therapy	<p>LEGO-Based Therapy is a social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting.</p> <p>Playing with LEGO in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. By using a commonly adored tool like LEGO it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.</p>	<p>1:4/5 1 x 30-minute weekly session</p>
Memory Magic	<p>This is a practical tool for teachers and therapists to assess working memory and then target development of memory skills via a fun "Magical-themed" programme, ideal for children at Key Stages 1 - 3.</p> <p>The Memory Magic Programme includes a comprehensive manual and a CD Rom. The book includes a brief introduction to working memory quick assessments which help to identify whether the child's language and learning are being affected by language processing or working memory difficulties colourful and fun packed worksheets provide many different activities to help develop memory skills advice about classroom support.</p> <p>63 fun packed and graded activities are divided into 7 "Magic Tricks" that help children discover how to support their working memory and learning: Focus / Rehearse / Group / Picture It / Map / Link / Your Spell.</p>	<p>1:1/ 1:2 1 x 30-minute weekly session</p>
Narrative Therapy	<p>Narrative Therapy is a structured programme for teaching questions and narrative skills. The programme is split into different age groups and includes group sessions suitable for nursery, Reception, KS1 and KS2 aged children. Children are placed in these groups when they are identified as needing to</p>	<p>1:4/5 1 x 30-minute weekly session</p>

	develop their vocabulary knowledge and use, spoken language skills, sequencing and spoken or written narrative/story building skills.	
NELI	The Nuffield Early Language Intervention (NELI) is a language support programme designed to improve children's vocabulary, listening and narrative skills. It is delivered by specially trained teaching assistants working with children in reception (4–5-year-olds) individually and in small groups.	1:4/5 3x weekly for 20 mins and 1:1 2x weekly for 15mins
Phonological Awareness	Aimed at children in EYFS/KS1 who have difficulties with phonological awareness skills which is impacting on their literacy or speech sound production skills. The sessions focus on the development of active listening, rhyme awareness, syllable segmentation and the identification of phonemes within words.	1:5 1 x 30-minute weekly session
Questioning and Reasoning/ Blanks Level	The Blank model separates questions and directions into four levels. They show how understanding of abstract language develops for children. We use a Blank Levels intervention to: help adults change their language so that the child understands what they are being asked; to encourage the development of verbal reasoning skills (e.g., 'what do you draw with?', 'what might happen next?'); to help set appropriate language targets.	1:1/ 1:2/3 1 x 30-minute weekly session
Social Skills	This intervention is aimed at the systematic teaching of social skills. It teaches social problem solving and other behavioural skills often considered important by children such as turn taking and listening to others. The intervention focuses on helping children to recognise and understand their emotions. It supports children with their mental health, developing skills such as self-awareness and self-confidence and develops the confidence needed to share their opinions. Another aim of the intervention is to support children in developing close friendships. This intervention is delivered in a small group using methods that include coaching, use of examples and social stories, modelling, role-playing, feedback and practice.	1:5 1 x 30-minute weekly session

Talking Mats	<p>Talking Mats can help people with communication difficulties have a greater understanding about the chosen topic. It can increase engagement and can enable them to make informed choices. Talking Mats helps:</p> <ul style="list-style-type: none"> • Children and Young People able to explore and express their feelings, views, and aspirations. • Children and Young People have their voices heard, and their voices have a meaningful impact. • Involve Children and Young People meaningfully in setting personal outcomes and targets. • Enabling individual views to be recorded and compared. • Support preparation for, and monitoring the impact of, transitions. • Improve communication and investigation of potentially sensitive or difficult issues, such as safeguarding. 	<p>1:1 20-minute weekly session as required</p>
Wellcomm	<p>WellComm is a speech and language toolkit that can be used with children from 6 months to 6 years of age. It is a means of tracking progress of all children and will identify areas of concern in language, communication and interaction.</p>	<p>1:1/up to1:4- group size is decided by area of difficulty 20-minute session once or twice a week.</p>
Word Aware	<p>Word Aware is an approach to promote vocabulary development in children. This method of developing spoken and written vocabulary in all children is evidence-based following extensive research by Anna Branagan and Stephen Parsons. It is of particular value for children with special education needs and for those learning English as an additional language. The principles of teaching the vocabulary are: Link oral and written vocabulary; Use a range of methods; Sustain Effort; Go with the child (at the right rate); Use multiple exposures; Teach words in context; Teach strategies and have fun. Word Aware uses a 4-pronged approach: Teaching vocabulary (STAR); Word detective: Making phonological and semantic associations; Make words count: Word learning strategies, identifying whole words; Fun with words: Big Brain (I think with my big brain something that is (meaning clue) and it starts with a (letter clue).</p>	<p>1:4 1 x 30-minute weekly session</p>

Clever Bodies	Clever Bodies is an OT programme aimed at developing core gross motor skills. The programme consists of activities which build on Achieving Body Control (ABC) to further develop balance, motor planning, coordination and ball skills. The programme builds on a clear progression of skills with the expectation that children will achieve earlier stages before moving on.	1:6 1 x 30 minute weekly session
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The school employs two Reading Teachers who both work three days a week.



Roz Entwistle



Elaine Owen

Westmorland's Reading Teachers work with Key Stage 2 readers who need to develop their fluency and confidence with reading as well as a boost of their phonics skills. The goal is for children to develop effective reading and writing strategies in order to work within the classroom.

After the completion of their programme, children are carefully monitored as they adjust to the withdrawal of daily intensive support. Some children may find their progress temporarily checked as they make this adjustment.

In addition to this, school employs a highly skilled and trained LSA, Sandra Smith, 2 days a week to deliver a unique reading intervention to children who have been highlighted through assessment. This intervention mixes SERI with Colourful Semantics and Makaton to deliver a pragmatic programme which the children can easily adopt within the classroom environment.





After meeting with a teacher and LSAs, looking at assessment and, in some cases, after a child has completed two interventions, the SENCO may identify that your child would benefit from a further assessment of their learning. One way of assessing a child's learning needs is to complete a referral to Stockport Inclusion Service. The school receives a visit every 3 weeks from the Inclusion Service. Our learning support teacher is Jillian Warburton.

After discussion with the class teacher and SENCo, Jillian carries out observations to help determine the needs and best provision for the identified pupils. She works closely with class teachers, LSAs and the SENCo to ensure that any recommended provision is put into place in the classroom and, if deemed necessary, appropriate SMART targets are set on a SEN Support Plan. She may also work 1:1 with students to support their learning journey.

If we are concerned that your child is continuing to make less than expected progress, the SENCO may decide that a further assessment from the Educational Psychologist may be beneficial.

The school receives three school visits from the Educational Psychology Service and a further one visit for the school nursery. Due to increasingly complex needs within our school cohort, and in order to ensure that we best understand the barriers to learning of our pupils in order to inform timely and effective intervention, school directly employs a private Educational Psychologist, Dr Lisa Quinn- Ferguson.

Lisa works closely with children that we have identified as struggling to make progress despite a high level of intervention. After consultation with family, class teacher and SENCo, Lisa meets with the child and assesses the exact nature of their struggles with learning. This is then written in a Confidential Record of Involvement which is shared with parents, class teacher and SENCo. As part of this process, Lisa provides school with a range of provision and approaches to individualise the pupils package of provision and enable them to work towards their aspirations.



Westmorland provides a comprehensive and wide-ranging graduated response for all pupils. However, a small percentage of children, even with an EHCP in place and such a high level of individualised provision, still have significant struggles across their learning and the gap between themselves and their peers continues to widen. Previously, these children would have transferred to a specialist setting. However, inclusion is paramount in Westmorland and we are determined to provide the individualised curriculum that these

children deserve in order to achieve their aspirations and those of their family and in order to develop into safe, confident and increasingly independent members of our community.

Target Room / SEN provision in Key Stages 1 and 2 September 2023

We have a high number of complex SEN children here at Westmorland and, following national trend, this number is increasing every year. To meet this identified need Westmorland developed a SEN provision for up to 18 complex children in September 2022. This year, the children will range from Years 1-3. These are children who have followed our graduated response through careful cycles of assess, plan, do and review yet are still making incredibly limited progress meaning that they are working significantly below age related expectations.

The class has a full-time teacher, Kelsey Rodgers, and is supported by two teaching assistants at all times, Yvonne Waters and Hannah Walker.



Kelsey Rodgers



Yvonne Waters



Hannah Walker

Children are selected by the SENCo and the Senior Leadership Team, with the support of parents. A SEN support plan or EHCP does not automatically guarantee a place in the Nurture group as some of our children with recognised needs can access the curriculum in the mainstream classroom. A child's place in the Target Room will be monitored. If he/ she is making accelerated progress then they may return to their mainstream class full time, likewise, if their attendance falls below 90% then they may lose their place in the provision as another child with higher attendance may be viewed to benefit from it more.

Children in the Target Room follow a personalised curriculum that bridges EYFS and KS1 knowledge, skills. Discrete sessions focusing on phonics, English and Maths take place each morning as well as target time in which personal SEN support and EHC

targets are worked on. All learning is planned from their known and supported in a multisensory way. Children will have access to the outside area throughout the day for planned Occupational Therapy work but also to provide high intensity movement breaks. The bespoke curriculum for these children will have a high focus on developing independence, practising social skills and life skills. This provision will form a safe space in which our most complex children can thrive whilst also ensuring that all children within Westmorland receive the education that they deserve and are entitled to.

As well as attending Target Room each morning, children will all be assigned to a mainstream class where they will be registered and begin and end each day. They will be included and taught with their peers for science, PE, RE, Art, DT, dance, swimming, story time, PSHE, music, and learning council. Children will also join their peers for dinner and play times. Children will join year group trips but also go on their own trips as a class around the local area when appropriate. The Target Room class teacher will work closely in an ongoing capacity with each child's allocated class teacher to share and review progress and plan next steps in learning. This cohesive approach will ensure continuity against targets in all settings and promote the inclusion of each child. Both teachers will attend EHCP reviews and parents' evenings. The Target Room teacher, and SENCo, will work closely with a range of professionals including the Educational Psychologist, NHS Speech and Language Therapist, Occupational Therapist, Sensory Support Service, Learning Support Service and Behaviour Support consultant- this will ensure that we are working together to meet the SMART targets set out on each child's EHCP/ SEN Support plan.

Social, Emotional and Mental Health Difficulties

Westmorland Primary aims to ensure that the school is a caring community where all members of school live and work together in a supportive way and an environment where everyone feels happy, safe, valued and secure. All children are encouraged to be Westmorland Warriors.

All staff have high expectations of behaviour and reward systems are used to ensure that children are rewarded for both good behaviour and showing behaviour attributed to the school values. The school values are taught in PSHE lessons and are a focus of weekly school assemblies, they are:

- Willpower -Achievement -Respect -Reflection -Independence -Organisation -Reliability

Every Friday, some children who have shown all of the attributes of a Warrior that week, have the opportunity to earn a reward session. All children who have demonstrated the range of school values receive a raffle ticket for a half- termly prize.

Children who are in need of support with their behaviour will be given a behaviour target which is shared with you during parents' evening. These targets may be placed on SEN Support Plans where appropriate. The school also receives support from the Inclusion Service when required. The school's exclusion rate is very low and is reported to the governors at the end of each term.

Teachers and support staff have completed Team Teach training and the school invests in training new staff as part of their induction.

The school employs a full time Safeguarding manager, Tracy Taylor and Amanda Barr as Senior Learning Mentor. As part of her role, Amanda covers all aspects of attendance from initial meetings to referrals into Education Welfare. She liaises with the safeguarding managers to support families to improve attendance. School also employs Diane Evans as a Learning Mentor and Emotional Wellbeing Officer. She works closely to support children who have been recognised by James or other members of SLT as needing extra support. As part of this role, Diane is trained in Talking Mats, Lego Therapy, Social skills, ELSA and Drawing for Talking. School also has Emily Day, our parent engagement officer, and Hannah Walker who are ELSA trained and can support the safeguarding team by working with children across all Year groups when required.



Tracy Taylor



Amanda Barr



Diane Evans



Emily Day

Westmorland Primary knows that housing, family or domestic circumstances may contribute to presenting behaviours. Therefore, a commitment is made by Westmorland Primary to multi-agency working. This supports the Team Around the Child (TAC) process. Each year the school leads over 100 TAC meetings which involve a range of agencies including: Primary Care Mental Health Worker, Police Community Support Officer, School Nurse, Early Help and Prevention, Education Welfare Officer, Youth Inclusion Worker, Mosaic, Me2, Signpost for Young Carers, Webster Stratton Worker, Behaviour Support Service and Speech and Language Therapy.

Sensory and/or Physical Needs

The school receives approximately 3 annual visits from an Occupational Therapist. The school buys-back an additional half a day visit, every fortnight through a Service Level Agreement. Although referrals can only be made to NHS Occupational Therapy for physical conditions, we can use our buy-back Occupational Therapy time to support children with sensory behaviours.



Westmorland's Occupational Therapist is Sally Holmes. Sally works with many of the children at Westmorland who have sensory or physical needs. She also rings parents/carers or completes home visits to support families and offer practical strategies on how you can help your child at home. Sally provides training for all staff at Westmorland to plan and deliver daily Occupational Therapy support for a wide range of children, within the classroom environment. Only when a child's physical and sensory needs are being met are they able to access their learning.

Sound Field System:

All classrooms at Westmorland Primary are equipped with a 'Sound Field System'. This is used to improve the learning environment for the whole class by improving the sound environment in each classroom.

This system is designed to improve the quality of speech and ensures that there is an even distribution of sound from the teacher. This means that, even if a child is sitting at the back of the classroom, they can hear the teacher's voice as well as a child sitting at the front. This also helps the teacher to avoid vocal strain because it is not necessary for them to speak loudly so that everyone can hear.



Additional Information

How does Westmorland Primary manage the administration of medicine?

The 'Medicine in School' policy is in line with the guidance from Stockport Local Authority.

You can contact the school nurse via the school or:

MarpleWernethsn@stockport.nhs.uk Tel: 0161 204 5181

You can also ring the HV/SN advice line on 0161 835 6789

If a child has a medical need, which staff need to be aware of and act immediately e.g., a life-threatening condition, then the school nurse will complete a detailed care plan and this will be supported by the school and with your input. The school nurse also arranges annual training for all teaching staff with updates of how to support medical conditions such as asthma and EpiPen training.

The SENCO holds a record of all First Aiders in school and arranges training when needed:

Paediatric First Aid (2 day /12-hour course. Valid for 3 years)

Name	Date of Achieving Qualification	Expiry Date
1 day course		
Martin Henderson	26/1/2023	26/1/26
Phil Waddington	26/1/2023	26/1/26
Emily Palmer	26/1/2023	26/1/26
Hannah Kenny	9/3/2023	9/3/26
Emily Day	9/3/2023	9/3/26
Tom Lawler	9/3/2023	9/3/26
Hannah Walker	26/1/2023	26/1/26
Christine Molloy	26/1/2023	26/1/26

Julie Sidgewick	26/1/2023	26/1/26
Tom Finn	26/1/2023	26/1/26
1 day course refresher		
Toni Drayson	June 2024	June 2026
Kelsey Rogers		
Yvonne Waters		
Jen Gray		
Jen Sherstone		
Marie Brinsley		
Nat Bresnahan		
Katie Wade		
Gillie Littlewood		
Barbara Bee		
Diane Evans		
Sandra Jackson		
Kelly Foster		
Jen Sampson		
Heather O'Connell		
Sarah Stuart		
Tracey Maddocks		
Karla George		
Sarah Thomas		
Lydia Riley		
Alex Mathieson		
Liz Garner		
Emma Leyland		

The school has invested in an Automatic External Defibrillator which is located outside Martin Henderson's office.

Any prescribed medication that should be administered at school requires parents to come to the school office to complete a medicine form. A log of any medicine that has been administered to a child is kept in the school office.

Admission Information

Pupils with Special Educational Needs will be admitted to Westmorland in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act's requirements. Induction meetings will be used to work closely with you to ascertain whether your child has been identified as having Special Educational Needs and we will endeavour to collect all relevant information about your child's development and plan a successful induction.

Westmorland ensures it meets the duties under the Local Authority Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Local Authority Admission Code for the admission of children without an EHC plan.
- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.

Access to the full life of the school

All pupils, whether they have a Special Educational Needs or not, will be involved in the full life of the school and should reach their full potential. More detailed information on how pupils with Special Educational Needs are supported to access the curriculum is outlined earlier in this report under the heading; Cognition and Learning. When learning outside of the classroom e.g., school trips, swimming, after school clubs and homework, we will work with you to ensure that your child is included, this may be arranging additional support or making reasonable adjustments.

Stockport's Local Offer

The local authority has a detailed page online which explains what provision and resources are available within the local area for families to access <https://www.stockport.gov.uk/showcase/special-educational-needs-and-disabilities-send-local-offer>

Complaints

Should you have a complaint or questions to raise about the SEND provision which your child receives at Westmorland please, in the first instance, speak with your child's class teacher and/ or SENCo who will endeavour to answer your questions and resolve any issues. Should this not be satisfactory, please follow the complaints procedure which can be found on the parents section of the school's website.