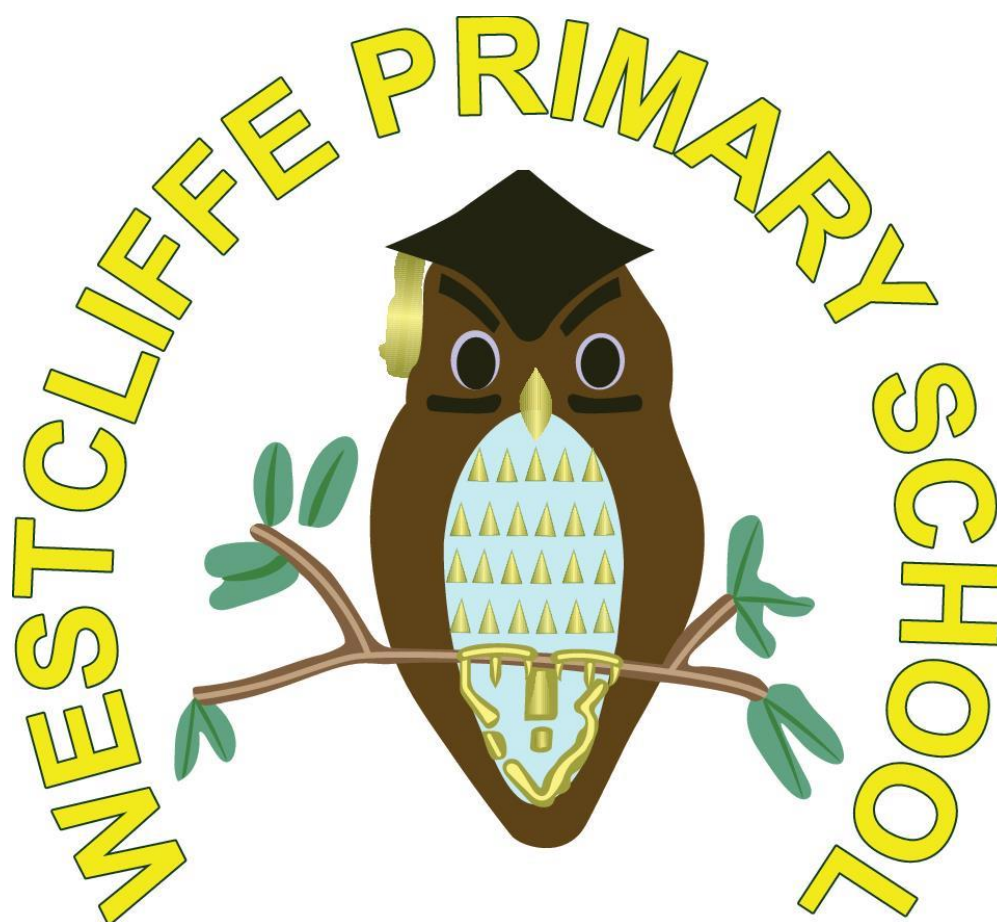




Westcliffe Primary School

Special Educational Needs and Disability
Parent Information Report (Local Offer)

Reviewed by:	Robert Prestwood	Date: November 2025
Approved by:	Full Governing Body	Date:
Next review due by:	November 2026	

Westcliffe Primary school recognises that the COVID 19 pandemic and related lock down periods have provided many challenges for parents, pupils and schools. These challenges continue even with the return of pupils to school in 2021 and continue to be a challenge. Whilst Westcliffe Primary school is bound by regulations and procedures to keep both pupils and staff safe in school, we endeavour to continue to provide the support and resources needed by all pupils.

In order to achieve this Westcliffe Primary school is undertaking the following for SEND pupils:

- Individualised support programmes
- Targeted support for pupils and parents via the pastoral team
- Working with outside agencies as appropriate
- A curriculum that takes into account of the needs of SEND pupils
- Continued delivery of SEND interventions
- Additional support during lunchtimes and breaks
- Regular contact with parents through texts/ emails/ website

Our Parent Information Report provides information on the provision and support available at Westcliffe Primary School for children with special educational needs and/or disabilities (SEND) and it can be found on both the schools website as well as the Local Authority SEND local offer.

Changes to the law in 2014 with the SEND Code of Practice, and Children and Families Act made it a requirement for all schools to publish this information.

Whilst many steps are taken to support our children through their learning journey within our schools, it is high quality teaching that is the most important resource a child can receive in order to help them reach their full potential. However, for some children there are occasions throughout their school journey, when additional support with either their learning or social and emotional well-being is required. Where this is necessary, we strive to involve parents and carers, as well as our children themselves in decisions about the form this support will take. This report will outline the support that we are able to access as we strive to provide the absolute best provision for all children in our care.

The SEND Team at Westcliffe Primary School consists of:

Mr R Prestwood - Headteacher
Ms M Troop - Deputy Headteacher
Mrs M Hornby – SENDCo
Mrs S Halkyard – Inclusion Assistant
Mrs N Threadgold – SEND Governor

Westcliffe Primary School children are also supported by a strong, dedicated team of Teaching Assistants.

There are many SEND terms that are abbreviated which can lead to confusion, so to help below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
APDR	Assess Plan Do Review
ASD	Autism Spectrum Disorder
ASET	Autism Support Education Team

BESD	Behavioural, Emotional and Social Difficulties
C & I	Communication and Interaction
C&L	Cognition and Learning
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHA	Early Help Assessment
EHR	Early Help Review
EHCP	Education Health Care Plan
EP	Educational Psychologist
EIO	Educational Inclusion Officer
FSM	Free School Meals
FSW	Family Support Worker
HI	Hearing Impairment
KS	Key Stage
LAC	Looked After Children
LEA	Local Education Authority
LM	Learning Mentor
MLD	Moderate Learning Difficulties
MHC	Mental Health Champion
MSP	My Support Plan
OT	Occupational Therapist
PBST	Primary Behaviour Support Team
PSP	Pastoral Support Programme
SaLT	Speech and Language Therapy
SEMH	Social Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
VI	Visual Impairment

How does Westcliffe Primary School know if children need extra help?

We know when a child needs extra help if:

- Concerns are raised by parents/carer, members of staff, external agencies or the pupil's previous school
- There is a lack of progress
- Concerns arise because of poor test scores
- The child is not responding to appropriate intervention
- There is a change in the child's behaviour
- A child specifically asks for help

What should I do if I think my child may have special educational needs?

If you have any concerns, then contact your child's teacher in the first instance. The headteacher or the SENDCO Mrs Hornby can be contacted on 01724 861602.

How will I know how Westcliffe Primary School will support my child?

Every one of our children is treated as an individual case, and we will use a variety of information to support your child, such as:

- The child's individual EHCP, or APDR/MSP (if they have one)
- Advice from a specialist from an external agency, who may be involved with your child
- At least half termly discussion with class teacher, TAs and Headteacher
- Through at least termly discussion with the class teacher and yourself (more frequent discussion if required)
- Termly class teacher and SENDCO reviews
- Speaking directly with your child, so their views are considered

Every member of our school community has a role to play in ensuring the needs of your child are being met:

Class teacher – it is their responsibility to ensure they differentiate the learning content accordingly to suit the individual needs of your child, through a process called Quality First Teach (QFT). They are also accountable for the progress and social/emotional well-being of each child in their class. If they have concerns about your child's progress, then they have a duty to inform you during termly Parent Consultation Evenings (or earlier if necessary) and they may also feel the need to seek additional advice from the SEND Team or Mental Health Champion.

Teaching Assistant – under the guidance of the SEND Team, class teacher and/or external agencies, the TA's responsibility is to ensure they carry out the appropriate intervention/use the strategies given to support the child/ren and to report back on the success or ineffectiveness of these strategies. **Not every child with SEND will need to work directly with a TA.**

SENDCO – The SENDCO provides guidance to staff and seeks support/collaborates with external agencies for any additional advice needed. The SENDCO also ensures all relevant documents, such as referrals and EHCP's are kept up to date.

External Agencies – Occasionally a child may need expert support from an outside agency, such as the Educational Psychology Team; Primary Behaviour Support Team (PBST) or Autism Support Education Team (ASET).

It is the Headteacher's responsibility to make certain that class teachers know that they are accountable for the progress all children are making and to seek relevant training to ensure standards are improving. The Headteacher carries out termly pupil progress meetings with staff to identify children falling behind and to ensure relevant intervention to address the needs of individual children identified. The Headteacher also has a duty to report to the Governing Body on the progress of vulnerable groups (eg. SEND pupils, LAC).

Governance – At Westcliffe Primary School the governor responsible for SEND is Ceri Power who is also Chair of the Resources Committee.

In a support and challenge role, the Governors of the school ensure that the school is inclusive and treats all children and staff in an equitable way. They monitor and review statutory policies and procedures.

Once a child's needs are identified and strategies have been agreed upon, intervention programmes are added to the teacher's **provision map**, this identifies the intervention, who will deliver it and when. The impact and effectiveness of these interventions are discussed and monitored at the termly pupil progress meetings which take place between the teacher and Headteacher.

How will the curriculum be matched to my child's needs?

- The class teacher has a duty to differentiate the curriculum so that children of differing abilities can access it and receive an appropriate level of challenge. Where a child's needs are more complex, we work closely with St. Luke's Special School Outreach Teacher to create a relevant and purposeful curriculum for the child.
- Teaching Assistants may be allocated to work with a child in a 1-1 or small focus group to address more specific needs/targets.
- Class teachers also give bespoke small group teaching to address gaps in children's knowledge and understanding.
- If appropriate, specialist equipment may be given to a child, eg. writing slope; pencil grip; iPad/laptop for specific work etc

How will I know how my child is doing and how will you help me to support my child's learning?

- The school knows how well your child is doing through comparing your child's progress with the national age-related expectations and the school's tracking system. How well they are coping in accessing the national curriculum or other areas of school life is also taken into consideration and discussed with relevant people involved in addressing your child's needs.
- You will be able to discuss your child's progress every term at our Parent Consultation Evenings. Target sheets are also given to you at this time so you can see what your child has achieved and what they need to work on. This will also enable you to know what progress your child should be making and how you can help outside of school.
- Appointments can be made with the class teacher or SENDCO at any time of the school year should you wish to discuss how your child is doing in more detail, just contact the school office to arrange a convenient time for all involved.
- Any additional concerns or successes are sometimes recorded in the home/school book and this is a two-way process, so if you wish to make comments, please do so.
- Sometimes the class teacher, SENDCO or Headteacher may contact you via the telephone or in person to arrange a time to meet, if there is something that has arisen that needs discussion.
- Joint meetings with external agencies may take place and they may provide programmes or suggestions that you can carry out at home to help your child's learning.
- There are times when the school will put on specific workshops for parents, eg. maths strategies or phonics. These will be advertised in the school's newsletter and a reminder of these events will also be sent by the parent text messaging service.
- If you wish for any specific training, then please do not hesitate to contact the school to see if we can accommodate you or seek the relevant contact for you.
- If you feel your family require some support, then the school or another outside agency can carry out an Early Help Assessment with you to assist in identifying what support would best meet the needs of the child and your family's current situation.

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

- All members of staff are here for children who wish to discuss issues and concerns. All staff use restorative practice to resolve issues among peers. This involves listening and meditation to resolve conflict in an effective way.
- The school may request support for a child who is presenting with significant behavioural difficulties. The Primary Behaviour Support Service and/or Educational Psychologist will offer advice on strategies to help the child cope with their anxieties and to keep them and others safe. The school uses exclusion as a very last resort and

usually only if the safety of the children or staff has been greatly compromised. Internal exclusions are sometimes carried out so that the child has a cooling off period and the rest of the children can learn without being disrupted. However, this school prides itself at having some very skilled teachers and teaching assistants, who work hard to minimise any disruption.

- Children with more complex medical needs may receive a Health Care/Medical Plan, which is created in consultation with parents/carers, relevant school staff and professionals with expertise in the area of need. (Please also see our '*Medical Needs Policy*' on our websites)
- All classroom Teaching Assistants are qualified in basic First Aid.
- The school will administer prescribed medication if absolutely necessary, but only when a signed medication agreement in line with the school's Medical Policy is in place, to ensure the safety of both the child and staff member.
- If there are concerns regarding a child's attendance, the school will notify the parent/carer by letter or in person. If there is no specific reason or no improvement regarding attendance, then the school will notify the Education Inclusion Office (EIO).
- Should a child disclose anything of a concerning nature, then the staff member has a duty of care to inform the Designated Safeguarding Lead – Mr R Prestwood – who will then make the decision on whether parents and/or an external agency needs to be contacted in order to keep the child safe from harm.
- The views and opinions of our children are represented by the school council, which is made up of an elected representative from each class, and who meet regularly and feed ideas directly into the Senior Leadership Team. Pupil Voice is also evidenced in the 'Safer in School' survey.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult the expertise of outside agencies to receive their more specialised advice. These might include:

- Autism Outreach Team (ASET)
- Children's Services
- Educational Psychologist
- CAMHS – Child and Adolescent Mental Health Service
- EIO– Education Inclusion Officer
- Speech and Language Therapists
- School Nurse
- Primary Behaviour Support Service
- St Luke's Outreach Teacher
- SENDIASS
- Family Support Workers

An Educational Psychologist is allocated to each school. They would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. They will offer advice to the school and parent/carer's on how to best support the pupil in order to take their learning forward.

What range of training are the staff supporting children with SEND had or are having?

- Cognitive Behavioural Therapy
- SEND COP
- SENDCO Network
- Attachment Theory
- Autism Spectrum Disorder – knowledge, understanding and strategies
- Implementing classroom strategies for children displaying dyslexic tendencies

- Phonics
- Using technology
- Annual safeguarding training
- Speech and Language therapy
- Mental Health Champions Network

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

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1-1 support is required, an extra member of staff may be asked to accompany a child during the activity.

How accessible is the school environment?

We are happy to discuss individual requirements at any time and adapt should the need arise. (Please see: 'Accessibility Policy', 'Equality and Diversity Policy' on our school's website)

The facilities we currently have are:

- Easy access into the main building via the front entrance
- Lift to access the upper floor
- Disabled Toilet
- Disabled access Shower facilities

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

The staff at Westcliffe Primary School understand that moving schools can be a stressful time, therefore a range of strategies are put in place to enable the child's transition to be as smooth as possible. These include:

- Group play therapy
- Meetings between previous or receiving schools prior to joining/leaving
- Bespoke transition programmes and/or additional transition days with an accompanying teaching assistant for vulnerable children will be created. Those with very specific needs get the opportunity to create a portfolio of photographs and information to familiarise themselves with their new school.
- Timed transition days across the school so children can become familiar with their new teachers in advance
- Secondary pupils carry out assemblies, presentations and question times to children and parents
- Secondary teachers from local feeder schools come and meet the children prior to moving up
- Secondary teachers from our local feeder school occasionally come and teach Y5/6 within this school
- The SENDCO/Learning Mentor and class teacher from both schools meet to discuss specific needs. Parents may also be invited.

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

The SEND budget is allocated each financial year. The money is used to provide additional support or resources (including staffing) dependent on an individual's needs or for specific training purposes.

External agencies may also suggest additional provision.

The Pupil Premium Grant is also used to support children's learning.

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

When a child joins the school, support is allocated on the information provided by the feeder school. Usually, in consultation with their class teacher, the SENDCO or Headteacher will allocate teaching assistants to individuals or small groups to support in class or in other focus areas tailored to the child's needs.

During their school life, if further concerns are identified due to the child's lack of progress or well-being, then other interventions will be arranged or advice from external agencies will be sought.

Parents/carers will be informed during Parent Consultation Evenings the interventions' their child is receiving to increase their progress. Additional meetings may take place, if there is more intensive support required.

The school also has a provision map which is a record of the support and interventions that each SEN Child is receiving, and this also includes termly impact it is having on progress.

Who can I contact for further information?

Your first point of contact would be your child's class teacher. After that, the school is happy to arrange a meeting with the SENDCO or Headteacher if you have further concerns.

If you are considering whether your child should join our school, then please do not hesitate to contact the school office to arrange a viewing and a chance to discuss any questions you might have regarding your child's education.

Mr R Prestwood - Headteacher

Date: November 2025

Review Date: November 2026