



Western Primary School SEN Information Report

Persons/body responsible for updating:	SENDCO / SLT
Date approved and by whom:	September 2024 Ben Fraser-Smith
Chair of Governors' signature	
Headteacher's signature	
Due for review:	September 2025
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Our School Vision

*At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.*

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: <https://www.westernps.co.uk/seecmsfile/?id=543>

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li></ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties. Pupils may have:</p> <ul style="list-style-type: none"><li>• Mental health difficulties such as anxiety, depression or an eating disorder</li><li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li><li>• Suffered adverse childhood experiences</li></ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 2. Which staff will support my child, and what training have they had?

All staff and the Governing Body are highly committed to inclusion and the principles outlined in our SEND policy, working hard to ensure that provision is made for those who need it and that all children are given equitable access to our setting.

### Our special educational needs co-ordinator, or SENDCO

Our SENDCO is *Ben Fraser-Smith*

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✉ [fraser-smithb@wes.rklt.co.uk](mailto:fraser-smithb@wes.rklt.co.uk)

✉ Western Primary School, Cold Bath Road, Harrogate, HG2 0NA



Ben is the Assistant Headteacher and Inclusion Lead at Western Primary School; he has been a member of the senior leadership team and the designated SENCo since September 2020. He is a Designated Safeguarding Officer (Deputy DSL) and the named Senior Mental Health Lead, Designated Teacher and Pupil Premium Lead. He achieved Qualified Teacher Status in June 2013 and graduated with distinction from both the National Award for Special Educational Needs Coordination (NASENCO) in November 2023 and the L7 Senior Mental Health Lead Award in February 2024. Ben works full-time and does not have any timetabled teaching responsibilities in school.

### Class teachers

All our teachers receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN.

### Emotion & wellbeing team

Our Emotion & Wellbeing Team includes a Family Support Worker, an Emotional Literacy Support Assistant (ELSA), an Emotion & Wellbeing Coach and an Emotion & Communications Coach. When children are struggling emotionally, they can often find it difficult to understand

their feelings or to express themselves verbally. Our dedicated team are able to work alongside external agencies and directly work with children to offer a range of 1 to 1 and group work support, taking every opportunity to teach strategies for building social skills, resilience and raising self-esteem.

This year, we have been able to offer our pupils a range of targeted interventions, including:

- ELSA Interventions
- Drawing & Talking Therapy
- Lego Therapy
- Art Therapy
- Play Therapy
- Bereavement Support
- Anxiety Counselling
- Yoga / Mindfulness Sessions

## Learning support

Our Learning Support Team includes 2 Intensive Literacy Support Workers based in Key Stage 1, 2 Learning Support Mentors based in Key Stage 2 and an Emotion & Communications Coach working across our school and nursery. This team provides additional and different methods, resources, and activities to help support children with their specific learning needs.

Our provision includes intensive 1 to 1 support and we have a range of interventions and programmes which can be tailored to a child's individual requirements. We use a multi-sensory, kinaesthetic teaching approach to engage the children and embed learning.

Children who have difficulties with their speech or social and communication skills may also access speech, language and communication support in school. This is often working under the stewardship of external agencies, such as speech and language therapists (SALT), to deliver targeted interventions.

## External agencies and experts

The school recognises that it won't be able to meet all the needs of every pupil and has previously worked alongside a number of external agencies to enhance provision. These have included, but are not limited to:

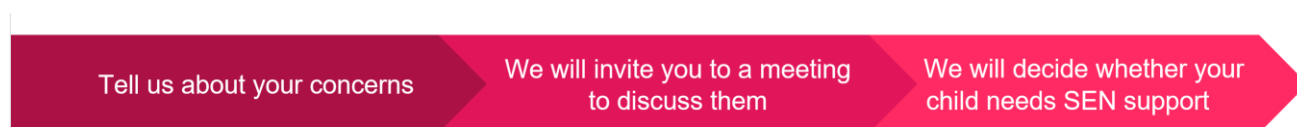
- North Yorkshire SEND Hub – Communication and Interaction, Cognition and Learning, SEMH, Vision and Hearing support
- Harrogate Cluster Support Team
- Speech and language therapists (SALT)
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, or physiotherapists

- General practitioners or paediatricians
- Child and adolescent mental health services (CAMHS)
- Social services

### 3. What should I do if I think my child has SEN?

Our **Graduated Response Road Map**, available on our school website (<https://www.westernps.co.uk/seecmsfile/?id=6182>), offers a concise overview of the potential journey through school for a pupil with SEND.

Any concerns should, initially, be discussed with your child’s class teacher. This discussion may lead to the introduction of an **Initial Support Plan**.



If you think your child might have SEN, the first person you should tell is your child’s teacher.

Staff contact details, including email addresses for teachers and the SENDCO can be found on our school website.

We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps. This discussion may lead to the introduction of an **Initial Support Plan**.

If it is recognised that your child needs SEND support – that is something additional to, or different from, our core offer – we will share this with you at the review meeting and your child will be added to the school’s SEND register.

You will then receive a **Dedicated Support Plan** for your child.

### 4. How will the school know if my child needs SEN support?

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

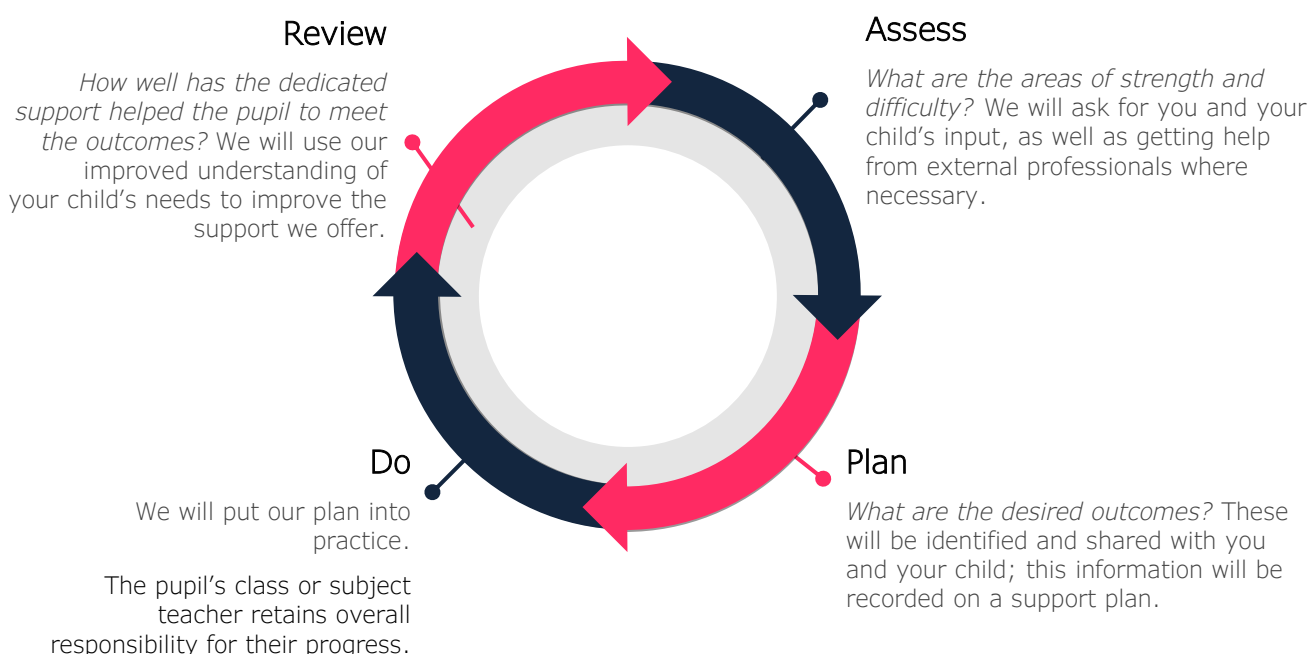
This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil’s area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour or performance will be considered. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

## 5. How will the school measure my child's progress?

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle, known as the graduated approach: Assess > Plan > Do > Review.



SEND support, namely a provision that is additional to or different from our core offer, for pupils on our SEND register is recorded on a **Dedicated Support Plan** or an **Education, Health and Care (EHC) plan**. This allows for careful monitoring of the graduated approach at Western.

## 6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class/form teacher will meet you 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support. If you have concerns that arise between these meetings, please contact your child's class teacher.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents/carers, teachers, support staff and pupils working together.

## 7. How will my child be involved in decisions made about their education?

The school will put pupils and their parents/carers at the heart of all decisions made about special educational provision.

Discussions with pupils and parents/carers will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

## 8. How will the school adapt its teaching for my child?

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

Pupils who need more support than is available through Western's school-based SEN provision may be entitled to an **Education, Health and Care (EHC) plan**. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

## 9. How will the school evaluate whether the support in place is helping my child?

Effective monitoring is essential in ensuring that dedicated support is having a meaningful impact and promoting progress for pupils with SEND. For some pupils, it is appropriate to maintain one level of support throughout their time in school as this provision will continue to support pupil progress. However, levels of support should be responsive to the needs of the individual pupil at the time.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing all targeted interventions, or dedicated support, every 6-weeks
- Tracking pupils' progress, including through targeted assessments
- Carrying out the review stage of the graduated approach in every cycle of SEND support



- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Increased staff hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. It is at this point that we would consider applying to North Yorkshire for an **Education, Health and Care (EHC) plan**.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Bewerley Park (Y4) and East Barnby (Y6).

We will make whatever reasonable adjustments are needed to ensure that no pupil is ever excluded from taking part in these activities because of their SEN or disability.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

More information and the school's admissions policy can be found on the school website: [Western Primary School - Red Kite Learning Trust - Admissions \(westernps.co.uk\)](https://westernps.co.uk)

## 13. How does the school support pupils with disabilities?

The school makes reasonable adjustments necessary to meet the needs of pupils with SEND.

For more information see our Single Equality Scheme (available on request from the school office).

If a situation arose where specialist equipment was needed, then advice would be sought from specialist services.

## 14. How will the school support my child's mental health and emotional and social development?

At Western, we believe that a pupil's happiness and wellbeing are the foundation for their success and that it is essential to nurture, not just the academic progress of the child, but to look after the 'whole person'. We recognise that attachment and being valued as an individual are central to the learning process.

When children are struggling emotionally, they can often find it difficult to understand their feelings or to express themselves verbally. Our **Emotion & Wellbeing team** work as part of our school community to better understand and respond to these needs.

Interventions are regularly reviewed to ensure that dedicated support is having a meaningful impact and promoting progress for pupils. The pupil's class or subject teacher retains overall responsibility for their progress.

## 15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

The SENDCO will co-ordinate and support effective transition into different educational settings. The SENDCO will ensure appropriate liaison between staff members and SEND teams to ensure that information is shared as needed. This may include:

- Transition planning meetings with staff from the current school, future placement and parents/carers
- Additional visits
- Sharing Transition Support Plans

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher for looked-after children and previously looked-after children

Our Designated Teacher is *Ben Fraser-Smith*

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✉ [fraser-smithb@wes.rklt.co.uk](mailto:fraser-smithb@wes.rklt.co.uk)

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Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP, any Dedicated Support Plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns with the SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the Red Kite Learning Trust's complaints policy, which can be accessed through our school website:

[westernps.co.uk/seecmsfile/?id=14](https://westernps.co.uk/seecmsfile/?id=14)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

More information about disagreement resolution and mediation services in our local area can be found through the SEND Local Offer website: [Make an appeal to the SEND tribunal | North Yorkshire Council](#)

## 18. What support is available for me and my family?

At Western we believe that families, parents and carers of our pupils should feel as included and supported by the school as their children are. By supporting the family, we are supporting the child to get the best experience from their education and home life.

## Our family support worker

Our family support worker is *Sophy Bland*

☎ 01423 502 737 EXT - 8737

✉ [blands@wes.rklt.co.uk](mailto:blands@wes.rklt.co.uk)

✉ Western Primary School, Cold Bath Road, Harrogate, HG2 0NA



If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. Help and support may include:

- Helping to improve the home/school link
- Strategies for parents/carers to improve behaviour in the home
- Support for those families experiencing change, such as family breakdown/separation and divorce/ill health and bereavement
- Signposting and help to access services from external agencies and community services
- Advising on the process for secondary school/benefits/housing applications
- Support with school attendance and lateness issues

To see what support is available to you locally, have a look at North Yorkshire's local offer. North Yorkshire publishes information about the local offer on their website:

<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) can be found here: <https://sendiassnorthyorkshire.co.uk/>

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs

- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- › **SENDCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages