SEND School information Report (Local Offer)
West Green Primary School

HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)

Our school vision:

In our school we believe that every child is special and has something valuable to offer. We are proud of the cultural and religious diversity within our community. We know that parents, families and carers are our children's first teachers. To support them, we aim to do the following:

- Equip our pupils with vital language and communication skills in speaking, writing, reading and number.
- Set high expectations so that every child receives a good quality education.
- Give our pupils the skills and confidence to develop to their full capacity.
- Maintain a purposeful atmosphere where children can develop an open-minded approach to education which will carry them through life.
- Foster in our children, a sense of awe and wonder, in an atmosphere free from worry.
- Help our children to develop good relationships in an environment where emphasis is laid on mutual respect, good behaviour and courtesy to others.
- Ensure that our school is an attractive and stimulating place in which to learn.
- Create a close bond so that parents and carers can play an active part in school life.

Our Ofsted Rating. West Green Primary School is a Good School (September 2021)

Type of School we are and the kinds of SEND that we provide for:

West Green is a single form entry mainstream school situated in the heart of Tottenham in the London Borough of Haringey. We serve a lively and diverse community. We cater for children from 4 – 11 years of age. We are the only school in Haringey to have a KS1 Speech and Language Resource Base which provides support for 8 children EYFS/KS1. These children are referred into the Base by the Speech and Language Therapy Service.

At West Green we are able to work with children with a wide range of SEND which can include;

Communication and Interaction difficulties, e.g. Speech and Language needs, Autism and Asperger Syndrome.

Cognition and Learning difficulties, e.g. Severe and Moderate learning difficulties, Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia.

Social, Emotional or Mental Health Needs **(SEMH)** e.g. ADHD, depression, trauma and attachment disorders.

Physical and/or Sensory needs e.g. Physical disabilities, visual or hearing impairments and children who have **Medical** Needs such as epilepsy and severe allergies.

We endeavour to be inclusive and aim to accommodate all children at our school, however for children with severe and profound difficulties or disabilities and who require specialist support this may not be possible. We would consider each case individually and do our very best to support the child and their family in discussing and exploring the appropriate setting to support their child to ensure that their needs are met.

Types of SEND and numbers of children currently at West Green School: 66	
Speech, Language and Communication Needs	33
Autism	18
Social, Emotional and Mental Health Needs	6
Specific Learning Difficulties	5
Physical and Sensory Needs	1
Moderate Learning Difficulties	3

Who are the best people to talk to about children with SEND in our school?

Inclusion Manager:

Our Inclusion Manager is Lou Archer who works Wednesday to Friday.

Contact details: lou.archer@westgreen.haringey.sch.uk 0208 800 4676

Responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all our children get a consistent, high quality response to meeting their needs in school.

- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting

    - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy etc...
- Making assessments of children learning and progress to inform our choice of interventions and support.
- Alongside Class Teachers and through Pupil Progress, providing guidance , strategies and suggestions for supporting individual children's needs.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are very good records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class Teachers
Responsible for:

- Providing high quality teaching and checking on the progress of your child. Identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Inclusion Manager know as necessary.
- In consultation with the Inclusion Manager developing appropriate support and ensuring that the support is in place in their classroom for their children.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Head Teacher: Mary Gardiner
Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the Inclusion Manager and Class Teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Alongside the Governing Body has responsibility for allocating the SEND budget.

Governing Body: SEND Governor: Jane Betsworth
Responsible for:

- Making sure that the necessary support is provided for any child with recognised SEND.
- Alongside the Head Teacher has the responsibility for allocating the SEND budget.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher and share your worries as early as possible. This will enable the class teacher to address your concerns and provide appropriate support where required.

If you are not happy that your concerns are being managed and that your child is still not making progress you should speak to the Inclusion Manager: Lou Archer

Contact details: lou.archer@westgreen.haringey.sch.uk 0208 800 4676

If you are still not happy you can speak to the Head Teacher or school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

At West Green we recognise that early intervention and support is paramount in supporting your child's development. Their progress is carefully monitored as part of our regular pupil progress cycle.

If your child is identified as not making progress or is believed to have additional needs the class teacher will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may require.

This information will be shared with the Inclusion Manager who will be able to support the child and provide guidance for the class teacher and will:

- Screen, assess or observe to help to identify if a child has any SEND needs
- Discuss with you any possible referrals to outside professionals to support your child's learning.

How is extra support allocated to children and how do they move between the different levels?

The school budget, received from Haringey LA, includes money for supporting children with SEND.

The Head Teacher and School Business Manager decide on the budget for SEND in consultation with the school governors, on the basis of needs in the school.

The Head Teacher, Inclusion Manager and the Governors discuss all the information they have about SEND in the school, including:

* The children getting extra support already.
* The children needing extra support.
* The children who have been identified as not making as much progress as would be expected.

They will decide what resources/training and support is needed in order to provide effective provision for our children with SEND.

All resources/training and support are reviewed regularly and changes made as needed.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by their class teacher through a regular cycle of Pupil Progress meetings that are attended by members of the Senior Leadership Team and the Inclusion Manager.

Their progress is reviewed formally every term by the Class Teacher and assessment stages are given in reading, writing and maths.

If your child is in Year 1 and above, but is not yet reaching expected levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. This tool is called the Pre-Key Stage Assessment.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.

Children who currently have an Education Health Care Plan (EHCP) or receive additional support from external professionals will have an SEND review which looks at the current support in place for your child. The EHCP is reviewed annually with your involvement and any other professionals who are involved in supporting your child's needs and the plan for the next year made.

The progress of children with SEND is monitored closely and through our termly Pupil Progress Review Meetings that are attended by the Class Teacher and the school's Senior Leadership Team including the Inclusion Manager.

The Inclusion Manager will also review and check that your child is making good progress within any intervention groups that they take part in during the school year.

Who are the other people providing services to children with SEND in this school?

At West Green School we work very closely with all professionals who provide support for our children and welcome their advice and guidance in helping us to support children with SEND.

Directly funded by the school:

School Counsellor

Additional Educational Psychology Services

Additional Educational Welfare Services

Paid for centrally by the Local Authority but delivered in school:

Speech and Language Resource Base

Educational Psychology Service

Autism Service

Hearing Impairment Team

Speech and Language Therapy (provided by Health Service but paid for by the Local Authority).

Educational Welfare Officer

Provided and paid for by the Haringey NHS Trust but delivered in school (When Required) :

School Nurse

Occupational Therapy

Physiotherapy

CAMHS

CAMHS Trailblazers

Mainstream Speech Therapist (For children above Y2 an EHCP is required to access Speech therapy)

How are the teachers at West Green helped to work with children with SEND and what training do they have?

We currently have staff who are trained and experienced in Makaton, working with children who have a diagnosis of Autism and in addition to this staff who are highly experienced working with children with Speech and Language Difficulties and who run the Language Resource Base.

Our staff have been trained to deliver Literacy Support through The Read Write Inc programme in addition to this we are currently training staff to deliver a range of maths support programmes which include Maths Mastery.

We are an Anchor Project trained school and adopt the Anchor Approach across the school to support resilience and wellbeing in our children.

The Inclusion Manager is also able to support the class teacher in planning for children with SEND and our teachers are able to differentiate the class curriculum to support any individual needs that a child may have.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child with SEND?

Class Teachers are responsible for planning lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met through effective differentiation.

Trained support staff can also adapt the teachers' planning to support the needs of your child where necessary to ensure further differentiation if required for your child.

Specific resources and strategies, which may include additional adults, will be used to support your child individually and in groups and this will be logged on individual/group provision maps.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Smaller focussed teaching groups in reading, writing and maths are provided for children who are identified as needing additional support.

For some children 1:1 programmes are required to support their continued development and progress.

What support do we have for you as a parent of child with an SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The Inclusion Manager is also available to meet with you to discuss your child's progress or any concerns/worries you may have and can help to signpost appropriate areas of support that you may wish to access.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Individual Provision will be shared and reviewed with your involvement each term.

Homework will be adjusted as needed to your child's individual needs.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is West Green accessible to children with SEND?

The ground floor of our school building is accessible to those with physical disabilities. We are able to move our classes if required in order to accommodate the needs of a child.

How will we support your child when they are leaving this school, joining the school OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible and ensures that the child feels supported and ready to make the changes.

If your child with SEND is joining the school:

The Inclusion Manager will arrange either a visit to your child's existing setting or ensure that all information is shared by the previous setting in regards to your child's needs and to ensure that appropriate support is in place when your child joins us.

If your child is moving child to another school:

We will contact the school's Inclusion Manager and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance and a handover meeting will take place with the new teacher. Your child's support tracker will be shared with the new teacher to ensure continuity of appropriate support.

If your child would be helped by a book to support them understand moving on then it will be made for them. The book will use photographs and provide key information for the child such as who their new teacher will be, what their new class looks like and any other important changes for the child.

A transition morning is timetabled towards the end of the summer term and offers the opportunity for all children to spend time in their new class and with their new teachers.

In Year 6:

The Inclusion Manager will arrange and attend transition meetings with the Heads of Inclusion at their secondary school.

Class teachers will also have the opportunity to meet with the Heads of Year 7 during the summer visits from Secondary schools.

Your child will be provided with access to a Secondary Transition group in the Summer Term of Y6 to support their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school and meet with families.

We have close links with Park View School and a range of transition activities are held over the summer term for our Y6 children who will be attending the school.

What support do we offer for children and young people's overall health and wellbeing?

We are a CAMHS Trailblazer School and work very closely with the service who can provide Mental Health support for our children and their families.

At West Green we are also very fortunate to have a Counsellor at the school who works closely with the Inclusion Manager and staff to provide appropriate support for children's social, emotional and behavioural needs. Our school counsellor is able to provide a range of support including art/play therapy for our children who have identified emotional/behavioural needs.

We have a school council that offers the opportunity for children to share the views and opinions of their peers about our school and to affect positive changes.

When running Annual Reviews for children with SEND their views are gained either through completing a child's view form or from attending the Annual Review where appropriate.

A high number of staff are first aid trained and able to administer appropriate care for our children. For children with a recognised medical condition who require medication during the school day this is managed in conjunction with the school nurse and parents.

Haringey SEND Local Offer:

Haringey Children and Young People's Service provide information and support to parents of pupils with SEN. A wide range of information and advice may be

obtained from the links below

http://www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer

www.haringey.gov.uk (Click on links)

Updated: September 2025

Our SEND School Information Report (Local Offer) was ratified by the Governing Body on:

Signed:

Review Date: September 2026