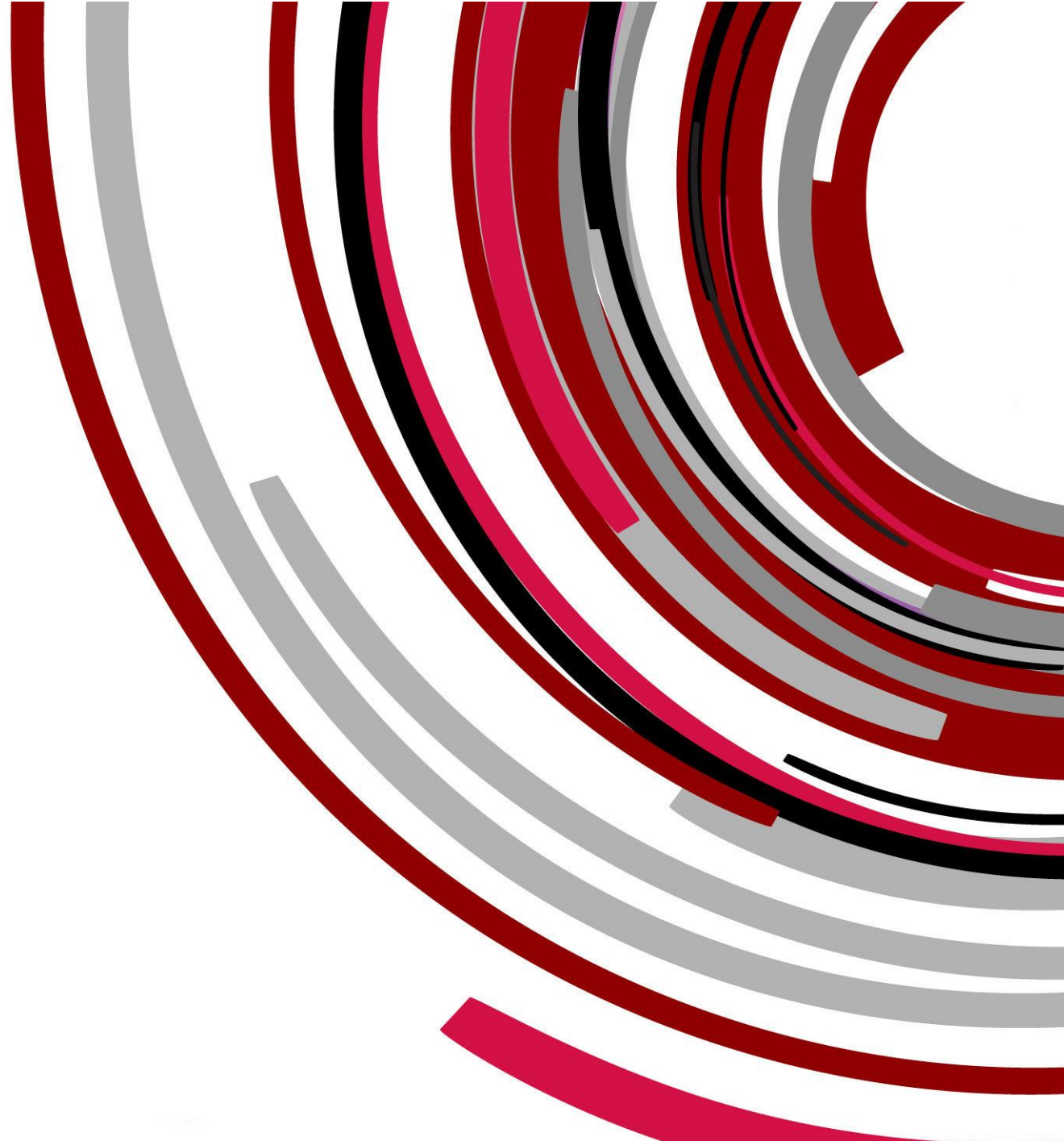




SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special
Schools and Academies

Name of School: **Westgate Primary School**

School Number: **01060**

School Name and Address	Westgate Primary School Langridge Way Westgate Morecambe LA4 4XF
Telephone	01524 832747
Website	http://www.westgatesch.com/
Does the school specialise in meeting the needs of children with a particular type of SEN?	No we are a mainstream school that supports pupils with a wide range of Additional Needs, Special Educational Needs and Disabilities.
What age range of pupils does the school cater for?	Primary (4 – 11 years)
Name and contact details of your school's SENDCO	Vicky Hodgson Tel: 01524 832747 E-mail: vicky.hodgson@westgatesch.com

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

Name	Jane Henderson		
Job Title	Head Teacher		
Contact telephone number	01524 832747	Email	headteacher@westgatesch.com

Promoting Good Practice and Successes

Our Local Offer gives us the opportunity to showcase our good practice, in relation to supporting children with Special Educational Needs and Disabilities and how we help them to achieve their full potential. Our Local Offer has now been published on our school website.

Please give the URL for the direct link to your school's Local Offer	https://www.westgatesch.com/About-Us/Special-Educational-Needs-Disability/		
Name	Vicky Hodgson	Date	Updated September 2026

Accessibility and Inclusion

What the school provides

Westgate Primary School is a two form entry mainstream primary school, (except Year Three and Four, which have two and a half forms and Year Six, which has three forms). The school building has full wheelchair access and disabled parking spaces are available. The school has fully equipped adult and child disabled toilets and a shower/medical room including an adjustable changing bed and other medical equipment.

All school policies and procedures are accessible to staff at all times on our internal network and are available to the school community, either on the school website or upon request. The school brochure contains information about the school day and a notice board by the main entrance displays information about school and community events. The school will endeavour to modify information as necessary for parents and families who have additional needs. The School's Special Educational Needs and Disabilities Co-ordinator (SENDCO), is available to ensure that information is made accessible to parents and families with additional or SEND needs.

The school employs Teaching Assistants whose first language is Polish, who could support with translation for families whose first language is Polish. Westgate has some signage around the building for families, for whom, English is an Additional Language. We also call upon the services of the Ethnic Minority and Gypsy, Roma and Traveller Achievement Service for support and guidance or translator services when required.

Classroom furniture is appropriately sized for children and adaptations are made where needed, for example; height adjustable chairs and tables. The school provides a wide range of access to relevant resources to make provision for children with additional needs. Visual timetables and picture prompts are used to support children's access to resources and the curriculum. Activities and resources may be presented in

different ways to suit the needs of individual children. Writing slopes and pencil grips are used by children with motor skills difficulties. When necessary, the school acquires new specialist equipment needed for children with additional needs, especially when these are suggested or recommended by outside agencies.

Our school provides a wide range of ICT support and provision. This includes specialist ICT Programmes, such as IDL Literacy and Numeracy. Children also have access to chromebooks, headphones, computers and each class has an interactive whiteboard.

Teaching and Learning

What the school provides

At Westgate Primary School early identification of SEND is vital and these are identified in a number of ways. Initially transition meetings are held with parents and Nursery Providers who advise us of children for whom there are concerns. On entry into the Early Years Foundation Stage (EYFS), school staff administer a baseline assessment to all children, which helps us to identify areas of learning which are a concern.

Throughout their school career at Westgate, all children are subject to rigorous and thorough assessment and staff track progress in Reading, Writing, Phonics and Mathematics. This enables us to identify children who need additional support, clearly and quickly.

Each class teacher provides quality first teaching, which enables most children to make appropriate progress. When a class teacher begins to suspect possible additional needs, through daily observation of the pupils' abilities; they will discuss their concerns with parents and implement adaptive teaching strategies.

They may also liaise with the SENDCO, who offers advice and guidance on strategies to support the pupil. The school's SENDCO supports all class teachers in identifying pupils with SEND. The Class Teacher may use the Special Needs Assessment Profiling (SNAP) tool, to identify any underlying difficulties, which may be a barrier to the child's learning. The SNAP assessment tool also suggests appropriate teaching methods and strategies and/or specialist equipment and provision for children. It provides information and advice for parents, which makes provision more consistent between school and home. The SENDCO and/or class teacher will meet with parents at the earliest opportunity to discuss concerns.

Termly meetings are held between teachers and senior members of staff, who are responsible for monitoring pupil progress, to ensure that all children's needs are met through an effective programme of intervention. They will identify pupils who may have barriers to their learning and consider ways to support these.

The school's SENDCo is also involved in this process, meeting with each Class Teacher every term for SEND Consultation Meetings, which ensures that all children are supported effectively.

The school's inclusion team also play a pivotal role in helping to identify children who may need additional support for social, emotional, mental health and/or behavioural difficulties. We have strong links with outside agencies and when necessary the SENDCO will involve outside agencies such as the School Nurse Team and other medical services, Speech and Language Therapists, Educational Psychology, Specialist Teachers or Stepping Stones (Pupil Referral Unit) etc

Children that have been identified as having Special Educational Needs will be provided with a Targeted Learning Plan. This outlines the child's strengths and challenges. It identifies what the child can do now, either with or without support and what their next steps are. On it, specific, measurable, achievable, realistic and timed (SMART) targets are set. Strategies, interventions and provisions are identified on the plan, which informs staff and parents how we will help children to achieve the targets. Targeted Learning Plans and the targets on them are evaluated on a termly basis.

Class teachers will discuss the Targeted Learning Plans with parents, involving the parents in this process, on a termly basis. Parental views are paramount in ensuring effective provision. Children are also involved in this process. They discuss their Targeted Learning Plan and targets with their class teacher or teaching assistant

If a child needs support additional to that which can be provided through the school's notional SEND funding, then school may request statutory assessment. In order to do so, an assessment by an Educational Psychologist would be required and other outside agencies may also be involved in this process. The advice provided by these services would then be implemented. If the child still meets criteria then a request will be made.

Each year group is provided with a number of Teaching Assistants to provide support and challenge to individuals and groups of children. Where children have been identified as having Special Educational Needs and/or Disabilities (SEND), some of this support may include adult support during lesson times and/or individual/small group intervention work outside of the classroom. If support has been allocated to a child with SEND, this will be identified and properly resourced on their Targeted Learning Plan.

New teachers at the school are offered training on the SEND process at Westgate Primary School by the school's SENDCO. The school also provides training for Teachers and Teaching Assistants as and when training needs are identified throughout the school year. Teachers and Teaching Assistants have the opportunity to discuss their training needs through their Appraisal or Professional discussion.

When sitting examinations, children with SEND can be supported 1:1 where appropriate. Other arrangements for children with SEND may include, working with a scribe, being granted a time extension and sitting in a quieter or smaller group or even a 1:1 setting to aid concentration.

The school's SENDCO has achieved the National Award for SEN Co-ordination, which is a Masters Level Qualification.

The SEND provision map sets out the range and level of support needed for individuals and groups of children with similar additional needs, for each year group. It records the types of interventions that are available and which children have been included in them.

Reviewing and Evaluating Outcomes

What the school provides

Children who have English as an Additional Language (EAL), have regular support and intervention when needed.

Children with an Education, Health and Care (EHC) Plan will have an annual review of their needs. During this process, all services that are involved with the child are invited to attend a review meeting alongside the school's Head Teacher, SENDCO, the child's class teacher and the child's parents. During the review, objectives set out in the EHC Plan are evaluated and new targets are set. The child is also invited to the review which aims to celebrate success, look forward to the year ahead and address any issues raised by any of the participants.

Children with identified needs or SEND have their needs reviewed termly, during their Targeted Learning Plan Review. This includes the aforementioned children with an Education, Health and Care (EHC) Plan and is in addition to the Annual Review. At the Targeted Learning Plan Review, particularly where targets have not been achieved, consideration is given to the effectiveness of the strategies and resources put into place. Where provision is deemed to be ineffective, changes are made to ensure that the child's need is catered for in a dynamic and effectual manner.

Class Teachers and Teaching Assistants record progress in class against their Targeted Learning Plan targets and teachers incorporate Targeted Learning Plan targets into their planning.

Where it has been identified that children's needs are not being met and additional support is needed for the child or the family outside of the school's resources, the school will use the Early Help Assessment (EHA) to help identify additional services to support the child and/or their family. As part of the Early Help process, regular TAF (Team Around the Family) meetings are held with all agencies involved in supporting the family, to monitor the progress of the additional services and support and to ensure cohesion and the best possible outcome for the child and/or family.

Keeping Children Safe

What the school provides

School staff or appropriate outside agencies carry out risk assessments as and when necessary. Risk assessments and/or Safety Support Plans for pupils, including pupils with SEND, are carried out as necessary by the Inclusion Team and class staff to ensure pupils are safe in school.

Risk assessments for school trips are carried out by class teachers and reviewed by the Educational Visits Co-ordinator. The risk assessments will be conducted two weeks before a visit for an A visit (general visits) and six weeks for a B visit (residential). All venues are pre-visited and the risk assessments are then reviewed. All the staff are briefed before any visit takes place. First aid kits and medicines are taken along on the visits. All children must have appropriate clothing and the correct ratio for adults to children is ensured.

School starts at 8:50 am and children are permitted to enter the school building from 8:35 am, where a member of staff is on duty to supervise their safety.

Children arriving late are required to enter through the front of school where they are registered and take their dinner order where necessary.

When children are required to leave school early, this can be arranged through the school office, prior to the day, unless in an emergency. These children will be signed out by the parent or guardian.

Children can only be collected by someone who is a known contact for that child or who has been named by the person with parental responsibility, prior to collection.

Children are supervised at playtimes by an appropriate ratio of staff to children. At lunchtimes, children are supervised by a team of welfare assistants throughout the lunch hour for each key stage. Some children have identified support or key persons at lunchtimes as and when appropriate.

All staff working with children have responsibility for keeping children safe outside of the classroom. School ensure that an appropriate adult to child ratio is in place for such things as school trips and swimming lessons that take place off the school premises.

All school policies are available upon request at the school office. School policies are also available on the school website.

Health (including Emotional Health and Wellbeing)

What the school provides

The school keeps up to date medical records for children where appropriate. Copies of these medical records are kept by the class teachers in their SEND file.

Wherever possible it is our policy that medication should be administered at home by parents or guardians. Where this is not possible, all medication for children is administered by school staff. Medication is kept in a locked cabinet or locked fridge (if required) and members of staff keep up to date records of when this has been administered. It is our policy that all medication is labelled with the children's name and the dosage required. Parents are required to fill out a form giving details of the medication and to give their consent. School staff will administer medication that has been prescribed by a doctor. Non-prescription medicines will be administered by parents, should they be needed during the school day, unless non-prescription medicines are advised in an individual pupil's medical care plan advised by a doctor

(e.g. paracetamol to manage pain related to a diagnosed medical condition) This will be at the discretion of the school

All staff complete Allergy Awareness Training and are made aware of pupils in school who have a diagnosed allergy. Staff understand how to recognise and respond appropriately to an allergic reaction, including anaphylaxis.

Pupils who have been prescribed an adrenaline auto-injector (AAI) have access to their medication at all times. AAI's are stored in a safe, accessible location, close to the pupil and known to relevant staff. The school also holds spare AAI's for emergency use, in accordance with current guidance and parental consent.

Children who are asthmatic are required to have a class-based inhaler to which they have easy access. They are also required to have an Asthma plan, outlining administration information.

When parents have indicated that their child requires a Health Care Plan, the school's SENDCo, alongside the School or Specialist Nurse (when required) will meet with parents to write and/or review the Health Care Plan. This plan will set out what care requirements need to be in place for the child including any important contact details and plans in cases of emergency. A copy of the Health Care Plan will be sent home and one given to the teacher. A copy of the plan along with a photograph of the child will also be available for lunchtime welfare staff, and in some cases, in the staff room for all staff to be aware of serious medical conditions.

In the case of a medical emergency school staff would dial 999. All reasonable steps would be taken to ensure that the rest of the school are removed from the situation. The person who calls 999 is required to stay with the medical emergency so that all questions from the emergency services can be answered thoroughly.

A large number of staff are First Aid trained and lists of trained First Aiders are situated at all telephone points around the school. Where a child has a particular medical need, the school's SENDCO is responsible for ensuring that staff supporting the child receive relevant training, so that provision can be made for that child.

A copy of the Supporting Pupils with Medical Conditions Policy is available on the school website or upon request.

Westgate Primary School delivers a Relationship and Sex Education Curriculum, through our One Decision PSHE Curriculum.

All staff are trained in Emotion Coaching and support children using 'Zones of Regulation' to support pupils emotional and mental health and wellbeing. We also deliver My Happy Mind lessons within school and all children have access to their My Happy Mind Journal. Children and their families are able to access My Happy Mind resources at home, to support the pupils wellbeing.

The school has an Inclusion Team who are trained in supporting the social, emotional, mental health and behavioural needs of children.

These staff are also trained to deliver specific Pastoral Support Interventions, such as Drawing and Talking Therapy, Lego Therapy and the Kidsafe programme, for any children that need

Kidsafe is a programme that helps children to protect themselves from all forms of abuse, including sexual abuse, emotional/physical abuse, domestic violence and neglect. The Kidsafe Programme is delivered to children as part of our PSHE curriculum every year, by Class Staff alongside our Inclusion Team. Children access further individual focused sessions, when required, which are delivered by the Inclusion Team staff.

The school has links with the NHS Child and Adolescent Mental health Service (CAMHS) and will refer children to them where appropriate. A 'Moving Mindsets' (Barnardo's) practitioner supports in school one day each week providing Early Intervention Support for Emotional Health and Wellbeing. School also commissions the services of Little Lilacs Play Therapy Services, one day each week.

Other counselling and therapy services are engaged when required.

Communication with Parents

What the school provides

Westgate school has its own website that provides parents with a wealth of information including term dates, our dinner menu, information about residential school trips and internet safety advice for parents and pupils. The website also has a selection of school policies online and the facility for parents to e-mail the Headteacher and Deputy Headteacher with any queries or comments.

Information is communicated to parents on a weekly basis through our School News Letter. This letter also has details of any important dates and our weekly Wonderful Westgaters. A copy of this is also always available at the School Office.

Our school also uses our school Facebook page, email and our text messaging Service which allows us to communicate important information to parents.

Our school has two parent's evenings every year, where the children's progress and general well being can be discussed in detail. However, we also operate an 'open door' policy where parents can arrange an appointment to see their child's class teacher at any time. Details of the staff employed by the school can be found on the school's website.

Every year, school has an open evening for the parents of children new to the school in Reception. Children that are due to start with us in Reception are offered a series of 'Stay and Play' sessions during the Summer term, so parents can get to know their child's class teacher and other key staff. This also enables children to begin to socialise with their new peers and for parents to get to know each other before the start of their school career at Westgate.

Staff are available for parents to speak to at the start of the day, when they greet children and parents at the school door with a Westgate Welcome and end of the school day when they take their class to the door at home time.

At the beginning of each school year, a year group **'Meet and Greet'** evening is held after school. This provides parents and carers with the opportunity to meet their child's class teacher, learn about the curriculum their child will access throughout the year, and find out about key routines, expectations and ways they can support their child's learning at home.

Each year group sends out a termly newsletter which gives details of topics covered in class, things that parents can do at home to help and information about any upcoming events in the year group.

Our school has a website and Facebook page which gives parents and children the opportunity to interact with posts written by school staff. This may include videos and information about such things theme weeks/days.

Westgate School provide lots of opportunities for parents to find out how they can help at home by offering a range of parent workshops. These are run throughout the school year and look at such areas as Phonics, Numeracy and Reading.

Working Together

What the school provides

There are a number of opportunities for children to contribute to school developments. The school council allows children to voice their opinion. Each class has two class representatives who attend regular meetings and act as the 'voice' of their class.

Children are provided with a number of opportunities to make choices about their curriculum within school.

Parents have numerous opportunities to voice their opinion through Parent's Evenings and Targeted Learning Plan and Annual Reviews (where appropriate), but are able to make an appointment to discuss the progress of their child or any concerns they may have further

At intervals, Parents also have the opportunity to complete a questionnaire about their views on the school. The views from these questionnaires often feed directly into school policies and help the school to develop more effective systems and procedures.

Westgate School has an open door policy, with members of school staff on hand to listen to and communicate with parents at all times.

The school's SENDCO is required to provide feedback to Governors through a termly report about the school's SEND and Safeguarding and Child Protection Policies and Procedures. Governors provide advice as appropriate.

What help and support is available for the family?

What the school provides

Our school can offer help and guidance with completing school forms. This can be provided by the teacher, or a member of the Inclusion Team. If parents need help with any forms, they should speak with their child's class teacher or the school office in the first instance.

The school provides E-safety workshops for parents to attend.

Our Inclusion Team is able to signpost parents to a wide range of support, information and guidance including help with translation. The school also has close links with our School Nurses, should information and support be required, of a medical nature.

There is also a notice board in the school Reception area and school has an Inclusion Team who are on hand to provide advice and guidance as necessary.

If a pupil requires a travel plan to get their child to and from school, this would be supported by the school's Inclusion Team, who would seek further guidance and support.

School can provide Early Help, as part of a team around the child and/or family, to. Support would be provided in response to an Early Help Assessment (EHA) being completed.

Our Inclusion Team can signpost parents to agencies or courses which helps parent learn strategies and ways to support their child at home and how to build effective relationships between members of the family

Transition to Secondary School

What the school provides

The school's SENDCO will facilitate transition meetings for children with SEND between Westgate Primary School and the relevant secondary schools in order that information about children's needs is shared in an appropriate and timely manner. Parents will also be invited to these meetings where appropriate.

All our Year Six children have opportunities to visit their new Secondary School in the Summer Term and some children may require extra visits. The SENDCO will facilitate these extra visits, to help prepare the child for the move.

When required and particularly when the child's Special Educational Needs are complex and severe, the SENDCO may accompany parents to visits prospective secondary schools, by way of support to the parent.

The school works hard to establish effective links with High Schools. Children from our school, regularly attend events such as Science workshops and PE programmes at local high schools. Our positive links with local High Schools also allow us to make regular use of their facilities, such as their kitchens for cooking lessons.

Extra Curricular Activities

What the school provides

Westgate Wonders offer a daily Breakfast Club and After School club facility on our school site, which is available to all school aged pupils.

We also offer a number of free after school activity clubs for children in school. These include activities such as Football, Cooking, Multi-Skills, Netball, Gardening, Reading Club and Film Club, amongst many others.

We have a policy of inclusion for all clubs and we have an after school club co-ordinator who helps to facilitate this policy.

Class Staff and the Inclusion Team are on hand to provide support for children who find it hard to make and maintain appropriate friendships. Sometimes children may be allocated a 'buddy' to help them with friendship skills or they may attend a Friendship / Social Skills Group.

As a school we adopt a nurturing ethos and all staff supporting children actively encourage positive friendships for all.