



Ormskirk West End Primary School

Our Local Offer

How West End Primary School Supports Children and Young People with SEND Special Educational Needs Co-ordinator (SENCO)

Our Special Educational Needs Co-Ordinator (SENCO) is Mrs McLaughlin, who can be contacted via the school office.

Accessibility and Inclusion

All classrooms, halls and the ICT suite are accessible by wheelchair on a single-level floor. We have two disabled toilets and one accessible shower. A sensory room is available, and disabled parking spaces are clearly marked.

All teachers and teaching assistants receive regular training in Inclusion and SEND, ensuring that children's needs are understood and supported effectively across the school.

Teaching and Learning

Teachers are skilled in the early identification of children who may need additional support and will discuss concerns with parents and the SENCO, who keeps staff regularly updated.

Programmes of intervention are planned collaboratively between parents, the child, the class teacher and the SENCO. Progress is monitored using LCC Tracker and PIVATS. We publish an annual SEND Action Plan and provision map outlining identified needs and how they will be supported, and we work closely with outside agencies where appropriate.



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Children with SEND may receive targeted support individually or in small groups. Teaching Assistants are based within classrooms, particularly in the mornings, to support access to the National Curriculum.

If a child requires additional arrangements during SATs, such as extra time or enlarged papers, national guidance is followed.

Reviewing and Evaluating Outcomes

Children on the SEND Register have an Individual Education Plan (IEP). Reviews take place termly with the class teacher, child and SENCO. Children's views are included, and targets are written in age-appropriate language.

Parents are invited to attend all review meetings and contribute to future targets. Where attendance is not possible, a copy of the updated IEP is shared with families. Outside agencies may also contribute to annual reviews. High school SENCOs are invited to Year 6 summer term reviews to support transition.

Progress continues to be tracked using LCC Tracker and PIVATS.

Keeping Children Safe

Safeguarding and Child Protection policies are in place and available on the school website. Our Educational Visits Co-ordinator oversees risk assessments for off-site activities.

Risk assessments are also in place for classroom activities and are monitored by the EVC and Headteacher.



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High levels of adult supervision are provided during breaks and lunchtimes. Drop-off and collection arrangements are adapted where needed to support individual children and families.

Health, Emotional Health and Wellbeing

We follow clear procedures for the administration of medicines, with accurate records maintained. Care plans are shared with relevant staff, and emergency medical information is available in classrooms.

All Teaching Assistants are trained in paediatric first aid, and staff follow established emergency procedures when required.

We have three members of staff trained in Youth Mental Health First Aid:

- Mrs Currie
- Mrs Forrest
- Miss McIness

Miss McIness is also our Learning Mentor, supporting children's emotional wellbeing and helping them develop confidence and resilience.

We also employ a hypnotherapist, who works with children using forward-facing approaches to support emotional wellbeing.

Additional external support may include behaviour support, play therapy, speech therapy, bereavement counselling and support from the school nursing team.



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Communication with Parents

We operate an open-door policy and encourage regular communication between parents and staff. Parents can speak with teachers at the start or end of the school day and contact the Headteacher in person, via email or through the website.

IEP meetings are held termly. Parents' evenings take place during the autumn and spring terms, followed by an annual written report and opportunity for further discussion. Parent views are gathered annually through LCC questionnaires, and feedback is shared with families.

Working Together

We have an active School Council and Eco Council, and pupil voice is gathered annually through KS2 questionnaires.

Parents are encouraged to become involved through volunteering opportunities and through the Friends of West End Parent Teacher Association.

A named SEND Governor works closely with the SENCO to support families and ensure provision meets pupils' needs.

Parents are invited to class assemblies and school events such as nativity performances, parent picnics and leavers' celebrations. Parents of FS and KS1 children are welcomed into school on Friday mornings to read with their child.



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Parent and Family Support

We have a dedicated Family Support Officer, Michelle Whitney, who works closely with families facing challenges. She provides support and guidance and can signpost parents to external agencies and services when additional help is needed.

School also offers opportunities for families to learn together, including:

- Family cooking classes
- Parent and child learning sessions

Parents are encouraged to seek support with completing paperwork or accessing services whenever needed.

Transition to Secondary School

Year 6 pupils and parents are invited to local high school open evenings. Pupils attend transition activities, including visits and taster days.

Our Headteacher, SENCO and Year 6 teacher liaise closely with receiving schools to share information. High school SENCOs are invited to attend Year 6 IEP summer reviews to ensure a smooth and supportive transition.

Extra-Curricular Activities

We provide in-house wraparound care before and after school.

We maintain a high staff-to-pupil ratio at lunchtimes, supporting active play and positive social interaction.



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Free after-school clubs are run by school staff during Autumn 1 & 2, Spring 1 and Summer 2 terms and may include activities such as Cookery, Art, Yoga, Chess and STEM.

Reception children are paired with a Year 6 Buddy who supports them in the playground, listens to them read and takes part in weekly shared activities.