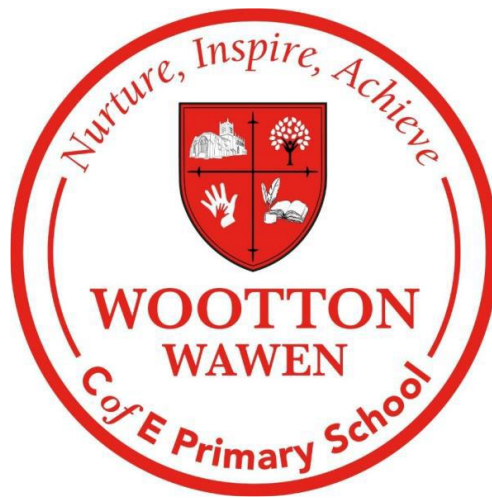


# *Wootton Wawen* *C of E Primary School*

## **Special Educational Needs Information Report**



Wootton Wawen Church of England Primary is an inclusive school that values all of its children. We are committed to ensuring that all children reach their full

potential. All children are actively encouraged to be involved in the wider school community including extra-curricular activities.

The code of practice defines SEND as:

A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

**At Wootton Wawen CofE Primary School, we cater for a range of SEND for which provision is made.**

The SEND Code of Practice 2014 identifies four key areas of SEND:

- Communication
- Cognition and Learning
- Social, mental and emotional health
- Sensory and / or physical

**How we do we identify and assess pupils with SEND?**

At Wootton Wawen CofE Primary School, we strongly believe in the importance of identifying children's needs swiftly. We identify additional or complex needs early so effective action is taken to address and prevent difficulties from escalating. We have positive relationships with parents/carers, other early year's settings and partner organisations, enabling us to gather information about any additional or complex needs of individual children. We are committed to providing extra or specialised help at an early stage so children are able to reach their potential and achieve the highest possible standards.

In order to identify children with additional or complex needs we use a wide range of information:

- Day-to-day observations of children throughout the school day e.g. in class, at play and lunchtimes.
- Information from parents including what they've done to support their child and the parents view on child development.
- Information from Health Visitors, and other early years settings/schools
- Foundation Stage Profile
- Information from previous schools (if a child is admitted mid-way through the school year, or after Year R)
- Termly assessments and data analysis which shows a widening gap between the child and their peers or slower progress

- Information from a range of professionals
- Outside Professionals e.g. Educational Psychologist, Specialist teacher Service STS, Speech and Language Therapy, Occupational therapists.

## **How do we make provision for children with SEND?**

### **Universal**

Quality inclusive teaching which considers the learning needs of all the pupils in the classroom. It includes providing differentiated work targeted at children's individual ages and stages of development and creating an inclusive learning environment.

We utilise writing slopes, coloured overlays, pencil grips, coloured screens when using PowerPoints, task management boards and picture cues on key fobs.

### **Targeted**

Specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted with a group of pupils with similar needs.

### **Specialist**

Targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

Use of the MATCH initiative



## **How do we evaluate the effectiveness of the provision we provide?**

We may use the following to measure the effectiveness of the provision:

- Termly Pupil progress meetings
- Class provision maps/ Intervention overviews with measurable targets and outcomes
- Learning plans
- Re-assessments by external agencies
- Whole-school data
- Pupil Conversations
- Book trawls
- Ongoing consultation with parents
- Collation of children's work

- Observations of children by teachers, teaching assistants and the SENDco

### **How will school staff support my child?**

Your child's class teacher will take responsibility for the daily provision for your child and will be supported and advised by the school SENDco. The teacher will discuss with you any support that is required, which is additional to and different from what we would offer to children as part of our usual classroom practice. The needs of your child will be clearly identified and form part of a SEND learning plan. Outcomes and targets will be set and reviewed regularly with the child, parents and professionals. If it is identified that there is a need for a specific in-school assessment or involvement from any outside specialist services, the class teacher or SENDco will then talk to you about this and seek your permission to proceed. Depending on the support and resources needed, your child may be working with support staff who are highly trained in specific special needs areas. Your child may undertake 1:1 work, small group work or close supervision within class.

### **How will the curriculum be matched to my child's/young person's needs?**

High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. We feel it is vital to ensure all children can achieve and succeed in a happy and safe learning environment. We aim to be inclusive in all areas of our curriculum, however from time to time children who require additional support may work on a specifically designed program of study to help boost their understanding of reading, writing and number work. In these circumstances, your child may work within a smaller group of children. These groups, also called intervention groups, may be run:

- In or outside the classroom;
- By a teacher or a member of support staff who has been trained to run these groups;
- By an external specialist from outside such as a Speech and Language Therapist.

To enable pupils to make progress within areas of their learning, your child may be placed onto a SEND learning plan within school. This will provide pupils with specific targets, which are: short, manageable, achievable and reviewed. This information will be discussed in a short parent meeting and targets agreed with yourself at least three times per year.

If further specific support is required, it will be requested from the Local Authority through an Education, Health and Care Plan (EHCP). This means that the class teacher and SENDco have identified your child as needing a particularly high level of individual or small group teaching, which cannot be provided for solely from the budget available to the school. Therefore, an assessment of their needs will be requested. Parents are fully involved in the systems in place for identifying additional needs and are continually informed throughout the process.

## **What additional support for learning do we make available for pupils with SEND?**

We use a range of intervention programmes including the following:

- **Toe by toe**- Word recognition ideal for children who do not pick up phonics via sound recognition.
- **Precision Teaching** – this is an intensive intervention used to help children who struggle with reading and/or spelling make accelerated progress. Every child taking part in Precision Teaching sessions receives 10 minutes 1:1 with a teaching assistant on a focused sound or word which they repeat until it is mastered. This programme is especially successful for children who use whole word, visual strategies to learn to read.
- **Numicon** – a visual and kinaesthetic way of teaching mathematics that can be used in small groups or as a whole class.
- **Speech and Language** – in collaboration with the Speech and Language team, teaching assistants and teachers work with individuals and groups to develop language concepts, speech sounds/ articulation and listening and attention skills using a range of visual prompts, games and alternative strategies.
  - **Power of 2 and Plus 1**-Light touch mathematic intervention program which aims to help children across the school with moderate difficulties in maths. This is undertaken by a specific TA in small group work.
  - **MOVE group** - Gross motor skills informed by South Warwickshire physiotherapists.
  - **Fine Motor Skills FMS**- fine motor skills informed by South Warwickshire physiotherapists.
  - **Various social skills / nurture / mental health / behavioural interventions** – the school has a range of interventions to develop a child's social skills, for example Jigsaw six life skill unit program-  
Being me in the world  
Celebrating differences  
Dreams and goals  
Healthy me  
Relationships  
Changing me
- **Legotherapy**- An intervention that assists children in improving their communication and interaction skills.
- **NESSY**-ICT based intervention that can be used for reading/spelling and touch typing
- **THRIVE**-Thrive offers a trauma-informed, whole school or setting approach to improving the mental health and wellbeing of children and young people

## **How do we improve the emotional and social development of pupils with SEND?**

As detailed above, the school uses a range of intervention programmes to aid children's Emotional and Social development. In addition, the SENDco is non-class half a day a week and is therefore able to provide timely support for individuals and groups of children as needed.

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

The SENDco at Wootton Wawen Church of England Primary School is Mrs Victoria Irvine.

Mrs Kathryn Ellicott is the school governor responsible for SEND and can be contacted via the school office.

We have many experienced support staff who specialise in reading intervention, delivery of phonics, mathematics support, behaviour management, pastoral care and working with children with Autistic Spectrum Condition (ASC). If we feel that our strategies have not met the needs of a child in our care, we will access specialised skills and support from the Local Authority to help us plan for a child with a specific special educational need.

We work alongside Educational Psychologists, special advisory teachers, early years specialists, speech therapists, CAMHS (Child and Adult Mental Health Services) the school nurse and other health professionals.

## **Pupils with medical needs**

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

### **What training have staff completed to support children and young people with SEND?**

We ensure our teaching and support staff have opportunities for training based on the needs of the children in the school such as Autism, Emotional Coaching, Trauma Informed, Positive Handling and Nurture Group Training. Staff are enrolled on more individualised training if they are supporting a pupil with a more specific need. Our SENDco has undertaken the National Award for SEN Coordination (NASENCO). We also network across our own consortium to keep our professional knowledge current and share expertise.

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

Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made when required. Where needed the risk assessment would include a meeting with parents as well as taking account when assessing the needs of all children.

On some occasions, an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary.

Health and Safety audits are regularly conducted to ensure that the school provides a safe environment for all pupils.

### **How are the school's resources allocated to meet children's specific needs?**

The School Budget received from the Local Authority includes money for supporting pupils with SEND. The senior leadership team and governors decide on the budget for SEND based on the needs of the pupils in the school. The school may receive an additional amount of "top-up" funding for pupils with higher level needs. The school will use its SEND funding in the most appropriate way to support your child. This support may include some individual or small group work with a member of the team as well as a range of other support strategies. SEND funding may also be used to purchase specialist equipment or support from other specialist support agencies etc.

There are regular meetings to monitor the impact of interventions and SEND provision and the Governing body is kept informed of funding decisions.

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

Each child is assessed individually according to the SEN Code of Practice and Local Authority guidance and a personalised support program will be developed.

There will be regular meetings between the class teacher and the SENDco where we look closely at the provisions that have been in place and their effectiveness and impact on children's learning.

Additional assessments from external services, such as Education Psychologists help us decide what type of support and resources are needed.

### **How do we consult and involve Parents/Carers of pupils with SEND?**

Parents are invited to attend termly parents' evenings to discuss their child's progress in school. Parents are also invited in to review their child's Learning plans on a termly basis. In-between these meetings, parents will be contacted when concerns arise and a discussion is held as to what provision the school will be making. If a child needs to be referred to an outside agency parents will be asked for their permission and views, which form part of the referral process. If a child has an Education and Health Care Plan (EHCP) then the parent will be involved in the application and annual review process.

The SENDco is available for drop in meetings with parents / carers. An appointment can be made at the school office. Information can be shared about the child's progress, provision map targets and interventions and ideas for parents to support their child at home.

### **How do we consult and involve pupils with SEND in their education?**

The children are constantly involved in discussion whilst their SEND intervention programmes are happening. Pupils take part in termly Pupil Conversations. Interviewing children to gain their views is part of the school's normal monitoring cycle.

### **What other agencies do we involve in supporting pupils with SEND?**

The following agencies may be called upon to attend meetings, provide reports and guidance:

- Speech and language therapist
- Educational Psychologist
- Children and Adolescent Mental Health Service (CAMHS)
- Community Paediatric Service
- Visual Impairment Team
- Hearing Impairment Team
- Early Years Inclusion Team
- Occupational Therapy
- School Nurse (COMPASS)
- Specialist teaching services

### **Admissions for children with SEND at Wootton Wawen**

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.



- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

### **How does the school plan for transition?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

#### **If your child is moving to another school:**

- We will contact the school SENDco 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 transferred as soon as possible.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher to discuss your child's strengths and difficulties and the strategies that have been successful. Provision maps, Support Plans, EHC plans will be shared with the new teacher.
- Where a child has additional support from a member of our support team this will be discussed and planned for in the summer term before transition.

#### **In Reception:**

- There are induction events for all children joining the Early Years.
- Visits to nursery and pre-school.
- There may be additional visits for children identified as having SEND and additional meetings will be arranged with parents and other agencies who have been involved with your child, such as Early Years Teaching and Support Service.

#### **In Year 6:**

- The year 6 teachers and the SENDco will discuss the specific needs of your child with the SENDco/Inclusion Manager of their Secondary School.
- The new Schools are invited to attend any review that we hold before your child transfers to them.
- Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.
- 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.

## **How accessible is the school environment?**

- Ramps ensure the site is accessible to all.
- Disabled toilets and a hygiene suite are available for use.
- A Nurture Room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

## **Who can parents with pupils with SEND contact for help and advice?**

The web address for the local authority is shown below and this is a useful site to gain further information.

<https://www.warwickshire.gov.uk/send>

The **Special Educational Needs and Disabilities Information, Advice and Support Service** (SENDIAS) is at arm's length from Warwickshire's Children's Services and able to give independent and neutral advice. For more information, advice and support, contact us by email [warwickshiresendiass@barnardos.org.uk](mailto:warwickshiresendiass@barnardos.org.uk), by phone at [01788 593159](tel:01788593159) or visit our [Facebook](#) page.

## **Where can I access The Local Authority's Offer?**

Local authorities must publish a local offer, setting out in one place information about provision that is available for children and young people in their area who have special educational needs.

You can find this at:

Warwickshire- <https://www.warwickshire.gov.uk/send>

Worcestershire- <https://www.worcestershire.gov.uk/council-services/childrens-services/send-local-offer>