SEND INFORMATION REPORT

Updated January 2024

At Wolviston Primary School, we make provision for children with SEND within each of the four categories identified in the 2014 SEND Code of Practice. If a parent of a pupil with an EHCP requests a place at the school, the child is welcomed and strategies are sought to try to meet their needs.

Communication and Interaction
We have a number of pupils who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support children with Speech and Language Difficulties in a 1-1 or small group setting. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources which are used to support children's Speech and Language development and we work closely with the Speech and Language Therapy service.

Cognition and Learning
We are experienced in supporting children with Cognition and Learning Difficulties through quality first teaching and effective precision teaching. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multi-sensory activities and through providing adult support.

Social, Mental and Emotional Health
For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups. We involve outside agencies such as Alliance Psychology Service, The Bungalow Partnership or CAMHS (Child and Adolescent Mental Health Service).

Sensory and/or Physical
We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place and take advice as to best practice.

Frequently Asked Questions for Parents/Carers and Pupils

How Do We Identify Children with Special Educational Needs?

All staff at Wolviston Primary know all the children well. This allows any change or concern to be recognised quickly and acted upon. We continually monitor and assess all children very closely, pupils who do not meet expectations are identified swiftly by teachers as those needing extra help,

support and intervention. Depending on the individual, children may receive this extra help through individual instruction, focussed intervention programmes or differentiated work.

At the earliest point of concern, teachers, including those who have taught the child previously, will discuss the concern with the SENDCo, Mrs Hawes, and an 'initial concerns form' may be completed to record the support being put in place. If progress continues to be concern and the gap widens, discussions between the SENDCo, class teacher and parents/carers will identify whether to place the child onto the SEND register. This decision will only be made once a graduated approach has been followed, alongside consistent intervention and consideration for external assessments have been made.

An Individualised Support Plan (ISP) will then be written for the child, the pupil's specific SEND area of need, strengths, areas of concern and targets. Targets are identified based on pupil's individual needs, gaps in their learning and specifically designed to improve outcomes. The ISP will also highlight key interventions and provision which will be provided in order to ensure the pupil is fully supported, in order to improve outcomes and progress. In cases where the teacher continues to have concerns or where pupils are not making progress despite interventions, discussions with the SENDCo to consider if a referral for a specialist assessment is necessary e.g. Educational Psychology, Speech and Language Therapy, Alliance Psychology Services, Child and Adolescent Mental Health Service (CAMHS).

How do we involve parents in planning for these needs?
Discussions with parents will happen at the earliest opportunity where concerns initially arise. Together, with parents/carers, teachers will share their concerns and find out whether parents have similar worries. We follow a graduated approach towards identifying pupils with SEND and parents are kept informed every step of the way.

Once a decision has been made to place a child on the SEND register, an ISP will be created, in collaboration with parents/carers and where appropriate alongside the pupil themselves. We aim to take representation from both parent and pupil voice within the process of creating the ISP for each child.

Teachers meet with parents/carers formally three times a year to discuss their child's progress and complete a SEND review. This will include discussing the support and provision which has been in place, the impact it has had and an opportunity to create a new plan and targets for the next term. If any new of further concerns arise in between meetings, parents/carers may request an additional meeting by arranging an appointment to discuss their child, often with the SENDCo present. At parents' evenings the parents are given their child's targets and can discuss with the teacher ways in which they can support them.

Parents/carers of children assessed by external agencies are welcomed into school to meet with these specialists to discuss the assessment, a copy of which is always sent home.

Who in the school will support my child and how will this be monitored and evaluated?
All support provided to children with SEND follow a graduated approach, in line with the SEND Code of Practice 0-25 years (2014) and the assess, plan, do, review cycle. The main support of pupils with SEND will be provided by the child's class teacher and our experienced Teaching Assistants, through quality first teaching and targeted intervention. All children learn in their mixed year classroom. Reading, Writing and Maths are taught each morning and all other (foundation) subjects are taught across the afternoons. Our curriculum in not narrowed in any way, children with SEND access the same lessons as other children but receive adaptation to teaching and learning as necessary. Some pupils with high levels of need access individual 1-1 support, this may be delivered by their teacher or highly skilled Teaching Assistant.

Teachers formally report on every pupil's progress half termly, however discussions with the SENDCo and other senior staff occur frequently. Progress is closely monitored by senior staff during pupil progress meetings. Progress made by pupils receiving specific interventions is analysed separately and ISP targets are reviewed to ensure progress and challenge. Where a child makes accelerated progress, new targets will be issued before the termly review.

Wolviston Primary holds the Healthy Schools Award, this reflects our close working partnership with a number of external Mental Health agencies. Children with an identified social, emotional or mental health need (SEMH) maybe referred for additional support with one of partner agencies. Both Alliance Psychology and The Bungalow Project can offer support to pupils and their families. Staff from both agencies liaise closely with school staff and parents regarding the progress of pupils with whom they are working.

Where external agency support has been sought, there may be a therapist or specialist that comes into school to observe and/or work with your child. This may be an Educational Psychologist, Occupational Therapist, Play Therapist, CAMHS coordinator or Speech and Language specialist.

SEND issues can be discussed primarily with your child's class teacher and with the school SENDCo, Mrs Hawes. Our Inclusion Governors are Mr Graham Thirlaway and Mrs Julie Newton.

How are the decisions made about the type and amount of provision a young person will need?
The SENDCo, working alongside the class teacher, parents and pupil (where appropriate), can identify ways in which children will be supported and the level of support which should and can be provided in our school. This will be a graduated approach ranging from high quality first teaching and differentiated classroom strategies, small group interventions, personalised targeted interventions up to 1:1 TA support, where available. Provision will always be allocated based on each pupil's individual SEND needs. Some children may receive short term interventions, some may require longer periods of support. The SENDCo and class teacher will meet with parents to discuss and suggest strategies of how parents/carers can assist their child at home. If the intervention has not resulted in progress a different intervention may be tried and the targets on the ISP will be adjusted. Where external agencies have been involved, following an assessment, they will make detailed suggestions for both the class teacher and the parents/carers. This advice may relate to details about gaps in learning or to specific provision which is needed. The progress made by each child is tracked carefully and from regular meetings between the SENDCo and the class teacher a decision will be made whether the intervention has been effective. Parents/carers are informed about their child's progress as and when necessary and at parent consultation meetings. The SEND register is fluid and pupils are deregistered when deemed appropriate.

How will the curriculum be matched to the needs of the young person?
In line with the SEND Code of Practice, Wolviston Primary has high expectations for all children and we aim to enable all pupils to access the full curriculum, through making reasonable adjustments and tailored support and provision. Teachers plan the curriculum so that all pupils are included and make considerations for all pupils' needs within daily planning. Classroom provision such as overlays, pencil grips, enlarged print, computing programmes, visual aids etc. are provided, where it is felt these would positively impact on pupils' learning and progress. Our bespoke curriculum has been written for our children here at Wolviston Primary, it is engaging and involves many creative, visual and practical activities. We aim for all pupils, including those with SEND, to achieve the same outcomes as their peers and we use effective classroom strategies, provision, quality first teaching, differentiation, scaffolding and targeted intervention in order to support our pupils. We are proactive in support being provided to ensure our pupils can access the curriculum being offered.

How accessible is the school environment?
There are accessible ramps leading into school at the main entrance, however external access to Class 2 and Class 4 are only accessible by a number of concrete steps. Anyone with accessibility needs, will need to use Early Years entrance. Once inside the school building, all areas: the

classrooms, the hall, and shared areas are all accessible. An accessible toilet is available on the main corridor.

How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?
Pupil progress is continually monitored and is tracked formally at the end of each half term. Parent consultation meetings take place in the autumn, spring and summer terms. A written pupil report is shared at the end of each academic year. Parents of pupils with SEND may discuss their child's needs at additional meetings with the class teacher, SENDCo and, any outside agencies who may be involved in order to provide feedback. This may be during a meeting or through a written report to parents. Staff, SENDCo and our external partners work closely with parents, to offer strategies and practical advice.

We aim for all pupils, including those with SEND, to achieve the same outcomes as their peers and we use effective classroom strategies, provision, quality first teaching, differentiation, scaffolding and targeted intervention to support pupils' learning. We are proactive in providing support for our pupils to ensure they can access the curriculum being offered.

Pupils are issued with weekly homework and a reading diary, which we ask parents to access and provide feedback within. Children who may show behaviour that challenges may be given an individual behaviour record which is taken regularly so that parents/carers can support targets set by school.

What support will there be for the young person's well-being?
The school offers a range of pastoral support. Alliance Psychology Services and The Bungalow Project allow access to a range of services such as: play therapy, family led counselling as well as links with CAMHS.

The school has a clear policy for medicines and has trained staff who will, with parental/carer consent administer first aid. Medicines are stored carefully and pupils needing medicines such as insulin or inhalers are given privacy to administer their own medicines.
Health plans are devised in conjunction with health professionals. Staff receive regular training in the use of epi-pens. All educational visits have a first aider accompanying the visit. All staff adhere to the Safeguarding policies surrounding pupil safety and well-being. Staff attend annual Safeguarding training and are kept up to date with the Keeping Children Safe in Education legislation.

What specialist services and expertise are available at or are accessed by the school?
We have excellent working relationships with external professionals and agencies. These include the Educational Psychologist, Speech and Language Team, Occupational Therapy, Visually/Hearing Impaired Service, Alliance Psychology and The Bungalow Project.
Where necessary, we can apply to the local authority's specialist team for pupils with specific learning difficulties who provide outreach and inclusion support.

What training have the staff supporting children and young people with SEND had or are having?
The SENDCo, Mrs Hawes, is always on hand to meet with teachers to discuss specific pupil needs and offer recommendations, advice, support and can commission training accordingly. Individual staff training is arranged depending on the needs of the pupils in their class.
Staff received regular training in safeguarding, the use of epi-pens, dealing with diabetes, and the use of inhalers. Regular staff CPD is arranged and provided depending on the needs of pupils on our SEND register and where staff feel they would benefit from specific training and development, in order to effectively meet the needs of pupils in their class.

How will the young person be included in activities outside the classroom including school trips?
Wolviston Primary School is fully inclusive. All pupils can access the school's full curriculum, including educational visits and trips. Relevant risk assessments are completed and where the child has a

specific need, parents may be asked to accompany them on a visit. All needs will be catered for and the relevant support and provision will be put in place.

How will the school prepare and support the young person to join that particular school and how will it support the transition to the next stage of education and life?
Visits to our school prior to enrolment are warmly welcomed. All parents are invited to a welcome meeting before entry to Nursery or Reception. In addition, all pupils who move into the next year group will undertake transition activities even though they may not be moving classrooms.
We have close links with local secondary schools and pupils take part in a number of activities, hosted by the school as well as the organised transition week before moving to the secondary school. Staff meet with secondary colleagues, to discuss individual cases and hand over all necessary information. SEND children who are transferring to secondary school have their files sent securely to their new school. The SENDCo works closely with the Y6 teacher to identify those pupils which may benefit from implementing an extended transition period. This is then arranged with the secondary school.

Where it is felt that pupils with significant needs may require more specialised schooling provision, the SENDCo and class teachers will discuss these concerns with parents prior to Year 6. School options can then be discussed and careful consideration is given as to which school parents may wish to consider. Visits for parents/pupils can then be arranged.

How are the school's resources allocated and matched to the young person's special educational needs?
The school endeavours to accommodate every child's individual needs no matter how diverse. The SEND budget is used to provide extra staffing, re-deployment and resources for SEN pupils. Well-trained teaching assistants provide support, individual and small group support. Training is provided for staff and specific resources are provided when necessary.

The SENDCo, working alongside the class teacher, parents and pupil (where appropriate), can identify ways in which the pupils will be supported and the resources which will be required. This will be a graduated approach ranging from high quality first teaching and differentiated classroom strategies, physical classroom resources, small group interventions, personalised targeted interventions up to 1:1 TA support. Resources will always be allocated based on each pupil's individual SEND needs in order to meet their needs and help them to achieve improved outcomes.

Further Information
Parents can discuss any concerns relating to SEND with their child's class teacher, or with the SENDCo. All can be contacted via the school office.