



Walmore Hill Primary School SEND Information Report- Our approach to supporting children with Special Educational Needs or Disabilities. (SEND)

At Blakeney and Pillowell we strive to support all children to enable them to achieve at school. In order to do this a variety of steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets. Please contact our Head Teacher: Mr. Brett Stevenson or the Special Needs and Disability Co-ordinator (SENDCo) Mrs Loten if you have any queries or would like anything explained further.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with SEND as well as the options available to support families who need additional help to care for their child.

How does school know/identify if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, teaching assistants, our pastoral support worker or the pupil's previous school
- There is a lack of progress
- There is an unexpected change in the pupil's behaviour
- A pupil asks for help

If a child has identified needs when they join us, staff will work closely with parents. Concerns can be shared, along with any prior information about the child.

In addition, school will liaise with pre-school or previous educational settings to ensure that the child's needs are met.

Children's progress is consistently assessed and tracked by the teaching staff and monitored by the subject leaders and Head teacher. Class teachers will raise any concerns they may have about a child and this will be discussed with the Special Needs Co-ordinator. (SENDCo). From there, appropriate assessments will be carried out, if necessary, and we can begin to put in place additional support.

What are the first steps our school will take if special educational needs are identified?

As mentioned the class teacher will meet with the SENDCo /Head and other staff who work with the child. We will arrange to meet with the parents if this has not already been done. When special needs are identified we will look to put in place support strategies.

If appropriate we will involve external agencies to work with the child or offer advice to the staff.

What should parents/carers do if they think their child may have special educational needs? How can they raise concerns?

If you have concerns then contact your child's teacher or Mrs Loten, SENDCo.

School has an open door policy and encourages parents to raise any issues immediately. Please speak to your child's teacher and we can plan the next course of action from there.

How will our school include parents and students in planning support?

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc, then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The intervention will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the pupil's individual education plan – My Plan - and will record any interventions, timings and the target of the intervention. This will be discussed with parents at parents' evenings and a copy will be available for them. If you have any queries related to the interventions, please do not hesitate to contact the Class Teacher or SENDCo.

In addition to interventions, we offer focussed teaching outside of their usual classroom for children who are significantly below or above other pupils in their class.

Pupil Progress Meetings are held each term between staff. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and co-ordinated by the SENDCo.

We aim to meet with parents on a regular basis and hold parent's evenings twice a year to offer the opportunity to discuss your child's progress - we refer to these as structured conversations. Targets are usually set by the class teacher. Parents/carers are encouraged to contribute their input to be included on the 'My Plan'.

We will always work with the children and they will also discuss and review their targets regularly. We believe that 'pupil voice' about issues that involve them is an important approach to meeting a child's needs.

Should you have any concerns, appointments can be made to speak in more detail to the Class Teacher or SENDCo by visiting the school office, telephoning or emailing. The contact details can be found on the website.

How will you help me to support my child's learning?

The class teacher may suggest ways of supporting your child's learning through messages, at parents' evenings or through structured conversations at other times.

The SENDCo may meet with you to discuss how to support your child.

If outside agencies or the Educational Psychologist have been involved suggestions and resources can normally be provided that can be used at home.

How will our school teach and support children with SEND caring for their overall well-being?

All children and young people with SEND are valued, respected and equal members of the

school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Head teacher, SENDCo and all other members of staff have important responsibilities to ensure access to the Curriculum through appropriate, reasonable adjustments to the curriculum, teaching, learning environment, access to ancillary aids and assistive technology.

All pupils have the entitlement to a broad, balanced and relevant curriculum. Most pupils with SEND are taught, wherever possible, with their peers in mainstream classes by class/subject teachers and study the curriculum at the appropriate level for their ability. Pupils may sometimes be taught by a TA on an individual or small focus group to target more specific needs.

With advice from and the support of the SENDCo, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified (differentiated), or support is provided to enable pupils with SEND to access the learning or the assessment processes.

Access to the Wider Curriculum

In addition to the statutory curriculum the school provides a wide range of additional activities. All pupils with SEND are actively encouraged and supported to join in and benefit from these activities. The participation of pupils with SEND in these activities is monitored carefully.

For a more detailed description of our approach to meeting children's learning needs please read our SEND Policy.

For extensive further information from the County Local Offer please visit the Glos Families Directory at:<http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/home.page>.

Who will be working with your child?

People involved with your child in the first instance are likely to be the Class Teacher and Teaching Assistant. If further support is required, then this will likely involve the SENDCo. If your child has more complex needs which cannot solely be met from within school, then this will likely involve external agencies through education such as the Educational Psychologist or Advisory Teaching Service or through health such as the Speech and Language Therapist or through Social Care such as the Family Support Worker.

These people will be involved in assessing, reviewing, overseeing arrangements and working towards agreed outcomes including where a child is 'looked after'.

How does our school ensure that the information about a child's SEN or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

The review of the My Plan, My Plan + or EHCP is written within two weeks of the review meeting and sent out to parents and all professionals involved with the child so that information is effectively shared. In the case of the My Plan this will likely be carried out by the class teacher. If a child has a My Plan + or an EHCP this will be carried out by the SENDCo.

The SENDCo co-ordinates the information for children identified with SEN at all levels. Information received from external agencies is passed on to class teachers, teaching assistants and shared with relevant external professionals supporting the child. Similarly, school staff take an active part in the review process for children at all stages of the SEND graduated pathway to try to secure the best outcomes and appropriate progress for the children.

What role will the child's teacher play?

The day to day responsibility for planning and teaching every child is undertaken by the class teacher, they will be the first point of contact for the child's learning needs. This is carried out in

conjunction with the county guidance on best practice for quality first teaching. Where possible the approach will be one of inclusion for each child. Sometimes a child's individual plan or learning needs will require withdrawal from the classroom for specific interventions. This will most often be carried out by a teaching assistant under the guidance of the class teacher and the SENCo.

What expertise does our school and our staff have in relation to SEND?

All staff regularly undertake continuing professional development training to meet the specific needs of the children they teach.

Which other services do we use to provide for and support our pupils/students?

Currently we are working with:

Educational Psychology Service
Advisory Teaching Service
Speech and Language Therapy Service
Children's Occupational Therapy Service
Gloucestershire Alternative Provision School
Play Therapist
Community Consultant Paediatrician
Family Support Workers
Positive Behaviour Support
Nurture Network
National Autistic Society
Children and Young People's Services
Forest Families First Plus Team
SEND Casework Team

Please refer to our Early Help Policy to see our wider approach to identifying and supporting needs for parents and carers as well as the children themselves.

How does our school provide support to improve the emotional and social development of our SEND pupils?

The emotional and social development of our SEND pupils is considered carefully with both staff, parents and where possible the child themselves taking part to discern the best strategies to support the individual needs. Most often these needs can be met from within the school expertise but where this is not the case external expertise will be sort. Recent referrals to support identified needs have been made to the school nursing service, the families first plus team, the children and young people's service, teens in crisis and the alternative provision school. School staff work with representatives from these agencies to try to bring about the best outcomes for the pupil concerned.

(a) How does our school manage the administration of medications

The school has a specific policy for administering medication where necessary. Medications are labelled and left with our school administrator who keeps them securely. A designated adult will then administer and record any necessary medication. This will in most instances be the child's class teaching assistant or 1 to 1 teaching assistant where such exists.

(b) How does our school help with personal care where this is needed (toileting and eating)

Where aspects of personal care would be needed a personalised plan is drawn up for the child in consultation between parents, staff and professional services and where possible the child themselves. These plans are reviewed regularly alongside academic provision.

(c) What is our policy on day trips, school outings, health and safety arrangements?

Please refer to the school SEND policy for our detailed approach to school trips/outings.

(d)What measures are in place in our school to prevent bullying?

Please refer to our detailed behaviour and anti-bullying policies for our approach to bullying.

What provision will my child receive? How will the progress be monitored?

The SENDCo will work closely with the class teacher to plan and oversee appropriate provision for your child. The provision plan, My Plan, My Plan + or EHCP will be shared with parents/carers.

Support may be planned within the classroom and provided by the class teacher or teaching assistant. Sometimes small group or individual interventions will be put in place, these groups will usually be led by a teaching assistant.

The SENDCo will ensure that the information about a child's plan is shared and understood by teachers and all relevant staff who come into contact with that child.

The Head teacher carries out regular tracking of all pupils' progress. Formal and informal assessment is ongoing in the classroom. Any interventions are carefully monitored to ensure that they are appropriate to the child and that progress is being made.

SEN provision is reviewed throughout the year, when the SENDCo meets with class teachers and teaching assistants to discuss progress for those children involved in intervention.

For children with a EHC plan formal reviews are held yearly with the child, parents, school and all other appropriate agencies.

Who oversees the SEND provision at our schools and what is the role of the SEN Governors?

The Headteacher is responsible for the overall management of the school's SEND provision. The SENDCo and Head work in close consultation with the SEND Governor in the development and monitoring of the SEND policy. The governors work in cooperation with the SENDCo and Head to determine and implement the policy, establish the approach to the school's provision for children with SEND and to report to parents. The SEND governor monitors the school's work on behalf of the children with SEND.

Staff expertise.

As a small school, our training is primarily needs lead. The SENDCo at our federation is a Specialist Teacher and Assessor. She is a member of the Professional Association of Teachers for students with Specific Learning Difficulties and is studying for an MEd in Educational Leadership. She co-ordinates regular training to ensure that the school is kept up to date with current SEND issues and provision.

We are very fortunate to have an experienced and skilled staff including a part-time intervention teacher Mrs Anne Hyatt who delivers support teaching to individuals and small focussed groups. All staff have received some training related to SEND.

These have included sessions on:

Autism Awareness, Dyslexia Awareness, Total Communication, First Aid, Calmer classrooms – strategies to deal with attachment difficulties and anxiety in pupils, Precision Teaching, Strategies to support emotional and social understanding for autistic pupils.

What support/ intervention programmes does our school run for children with SEND?

Support programmes available to children are most often individually tailored to the needs identified. But a selection of the current programmes would include:

Sound Foundations: Bearing Away
Dancing Bears
Apples and Pears

All of these are tailored individual support programmes to support phonics and spelling.

Precision teaching approaches for various needs including phonics and sight word fluency.

Language for Thinking

Interactive comprehension programme to support developing reading comprehension skills.

Fizzy programmes for fine and gross motor skill development.

Write from the start – handwriting and fine motor programme.

Socially speaking small group intervention to develop children's speaking and listening skills.

Various speech and language interventions under the specific guidance of the SALT.

Augmentative communication strategies for children with specific communication difficulties.

Activities used to support children with autism:

Visual timetable

Social stories

Task cards to break down instructions into clear sequenced steps to develop independence

Small social group work

We have support from the advisory teaching services, communication and interaction team. They work with the child, parents and staff to offer individual advice. All our staff have up to date autism training and total communication training.

Provision for children with Moderate Learning Difficulties.

Classroom TA support is provided.

Additional support includes:

Materials to support literacy and numeracy. These are dependent on individual needs.

Literacy and Numeracy booster groups

One to One support for specific difficulties

Motor skills support- e.g Speed Write or letter formation support

Language for thinking – to help develop comprehension skills.

Numicon resources to support numeracy.

Provision for children with Speech, Language and Communication Needs:

Materials include:

Speech and language materials. We would work with a child's speech therapist and use materials they provide to support individuals.

Language for thinking- a programme to support comprehension skills and understanding of vocabulary.

Word banks and other vocabulary support. Word finding activities and prompt mats

Visual timetables and other aids

Social language support groups

Social, emotional and mental health support

We work closely with all staff and parents to ensure a consistent approach to any social, emotional or mental health needs. We put in place support methods dependent on the child's individual needs. We are also able to call in support from the local authority through the Children and Young People's Service, Alternative Provision School or Educational Entitlement and Inclusion Team or other behavioural specialists/ teachers from special schools. We have resources in school to support children with emotional difficulties and again can involve appropriate external agencies.

Which other services do we use to provide for and support our pupils/students?

We ask for the expert advice of other specific health services, organisations and specialist teachers. This will be carefully discussed and explained with parents/carers before-hand so that they fully understand the nature of the support and feel that it is appropriate for their child.

How do we arrange and support a transfer to another school/educational establishment?

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 put in place 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 in most cases, a planning meeting will take place with the new teacher. All individual education plans will be shared with the new teacher.

In year 6, the SENDCo and class teacher will attend a transition meeting with the secondary school. Your child will be involved in focused learning about aspects of transition to support their understanding of the changes ahead. All children will attend secondary transfer days and when appropriate your child will visit their new school on several occasions. Staff from the new school will visit your child in this school.

What special arrangements are made during formal assessments?

Where appropriate the SENDCo will work with the class teacher to ensure that barriers to assessment are reduced. Each year the government publishes criteria for exam access

arrangements. In the case of KS2 SATs, school can apply for various arrangements to be put in place for those children meeting the qualifying criteria to ensure that every child has a fair chance of accessing the tests.

Where can you find our SEN policy?

There is a copy of our policy on the school website. If not please ask a member of staff for a copy.

Other useful policies: [Please see our website](#)

Offsite visit policy- This is our policy on day trips, school outings, health and safety arrangement

Complaints Policy- This policy is in place if you are not happy

Medication Policy- The school policy requires written permission and information to be given to the class teacher or associated teaching assistant. This is explained in this policy.

Inclusion Policy and Accessibility Strategy- Including details about disability access.

Anti bullying policy- We have a rigorous anti bullying policy in place.

Who can you contact for more information?

Please get in touch with your child's teacher as soon as you feel there is an issue. The SENDCo/Head teacher will also be very happy to discuss any concerns and offer advice.

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