



Great Wishford CE Aided Primary School SEND School Information Report- November 2019

Welcome to Great Wishford CE Aided Primary School's SEN Information Report. All schools have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND).

At this school, we celebrate the fact that all children are different and have diverse learning needs and we make sure we tailor learning opportunities to meet the needs of individual children. Within this report, you will find information about the provision that we are proud to offer at our school to support children with Special Educational Needs or Disabilities.

We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages him or her to achieve his or her full potential.

Great Wishford CE Aided Primary School's Local Offer should be read in conjunction with the following policies:

Anti-Bullying Policy, Equality and Diversity Policy, Child Protection Policy, Code of Conduct, Whistleblowing Policy, Safeguarding Statement, Inclusion Policy, Behaviour Policy

Who's who and what do they do? How do I contact them?

- Class teachers have the responsibility for the achievement and progress of all children in their class. Class teachers are available after school or may be contacted via their school email addresses.
- Miss Stephanie Cleaver, is the Special Educational Needs Coordinator, supported by Mrs Sue Fulbrook, SENDCo for Acorn Education Trust. Her role is to monitor and coordinate provision, provide advice and liaise with parents and outside agencies. She may be contacted in the first instance via email, head@greatwishford.wilts.co.uk or through the school office.
- Mrs Di Wilkinson is the governor with responsibility for SEND.
- We have a small team of teaching assistants who are trained to deliver a range of interventions and support programmes and who also support within classes.

How does the school know if my child needs extra help?

On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within the lessons. Children are assessed each term and their attainment and progress is tracked by the class teacher and by the headteacher. If the class teacher has any concerns about a child's attainment or progress, he/she would make contact with the child's parents to discuss the best way to support the child. Should concerns continue, the class teacher will discuss these with the SENDCO and agree the best way forward.

'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN...Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.' Para 6.23 SEND Code of Practice 2015

How does the school assess my child's SEN?

- If there have been ongoing concerns about a child's progress and/or development, the class teacher will consult with parents and the SENDCO. Provision may be identified on the class provision map. If necessary, referral will also be made to the 'Wiltshire Graduated Response to SEND Support' (WGRSS) – this gives guidance regarding procedures and strategies and helps to inform decisions about how best to support the child's needs.
- Most children can be supported successfully at this level. A One Page Profile may be written to outline how best to support the child.
- If necessary, the child may be added to the SEN Register at the 'SEN Support' level.
- In response to individual needs, a 'My Support Plan' may be written, so that progress can be closely monitored and additional support put into place as necessary. Parents will be consulted and kept informed.
- Should the class teacher or SENDCO have ongoing concerns, with parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs.

- Whilst most children will have their SEN needs met at 'SEN Support' level, a small number may require an Education, Health and Care Assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes. Children who have an Education, Health and Care Plan (EHCP) will have a formal Annual Review Meeting to review progress and current needs as well as regular reviews to discuss progress and impact of interventions.

What should I do if I think my child may have special educational needs?

Class teacher is recommended as the first point of contact if you have any concerns.

Class teacher has responsibility to:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources) and discussing amendments with the SENDCO as necessary.
- Writing Support Plans and sharing and reviewing these with parents at least once each seasonal term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and to make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Class teachers can be contacted by speaking to them at the start or end of a school day to arrange an appointment, or by telephoning the school.

How will Great Wishford School support my child?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from Acorn Education Trust or the Local Authority central services such as the Local Education Team, Sensory Service (for students with a hearing or visual need) or SALT (speech and language services)

Types of SEN support provided	What would this mean for your child?	Who can get this kind of support?
All children receive class teacher input via good and outstanding classroom teaching.	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. 	All children in school receive this.
Specific small group work. This group may be supported with differentiated learning which is either: <ul style="list-style-type: none"> • Run in the classroom or outside. 	Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers. They will plan group sessions for your child with targets to help your child to make more progress.	Any child who has specific gaps in their understanding of a subject/area of learning.

<ul style="list-style-type: none"> Run by a teacher or (most often) a Teaching Assistant who has received training to run these groups. 	<p>A Teaching Assistant/teacher (or outside professional like a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme.</p>	
<p>Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching and specific small groups.</p>	<p>If your child has been identified as needing more specialist input instead of/or in addition to good and outstanding class room teaching and targeted learning, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</p> <p>Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</p> <p>If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs, better.</p> <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include: Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better</p> <p>Support to set targets which will include their specific professional expertise</p> <ul style="list-style-type: none"> Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit A group or individual work with outside professional. The school may suggest that your child also needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. 	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching, differentiation and targeted support.</p>
<p>Children with more complex needs will require more support.</p>	<p>This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching which cannot be provided from the resources already delegated to the school. This level of support would be appropriate for children whose learning needs are severe, complex and lifelong. Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS 	<p>Children whose learning needs are: Severe, complex and lifelong. Need more than 15 hours of support in school.</p>

	<p>An SEND Lead Worker will be allocated to support the process.</p> <p>The Statutory Assessment Process:</p> <p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Wiltshire Council website: http://www.wiltshire.gov.uk</p> <p>After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support.</p> <p>After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 15 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEN support.</p> <p>The EHC Plan will outline the banding and level of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.</p> <p>The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p>	
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How will I know how my child is doing?

We have an open door policy for any daily information that needs to be shared between school and home. Parents and teachers arrange a more private meeting with the class teacher or with the SENCO if there is anything of a more serious or private nature to be discussed. In some instances, a home-school communication book may be used.

We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.

The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

When outside professionals come into school to assess your child, they will meet with you if possible. All write a report which is discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

Parent consultation evenings take place twice a year, interim reports come home twice a year and there is also an opportunity to discuss your child's end of year report.

If a child is identified as needing support, parents will be involved in helping the school to create a 'My Support Plan', and then in reviewing targets at regular intervals, usually four times a year or more if needed. These plans may contain ideas for your support at home.

Home Learning will be adjusted as needed to your child's individual needs.

We will be happy to discuss any necessary adaptations for your child.

How will the curriculum and learning environment be matched to my child's needs?

High quality teaching, differentiated for groups or for individuals is the first step in supporting pupils who have or may not have SEND. Using assessment outcomes, challenging but achievable targets are set for each child. Where necessary, specific resources and strategies are used to support children both individually and in groups, for example laptops, visual timetable, writing frames, pencil grips. Classroom environments are stimulating as well as supportive; they are resourced to meet the needs of children with different learning styles. Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. Planning and teaching will be adapted on a daily basis, if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will my child's voice be heard?

- Through regular circle time and PSHE sessions, discussions in class and in Collective Worship.
- Through School Council.
- Class teachers discuss children's targets with them and where they are able, children have a say in their own target setting and target review.
- Children who have a 'My Support Plan' will be involved in their development and review.
- Children with SEND will create their One Page Profiles with adult support.

How will Great Wishford support my child's emotional & social development and well being?

We believe that children achieve best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.

Support that is always available:

- Circle Time and PSHE lessons to promote social skills and social development.
- Daily Collective Worship and weekly Celebrations.
- Class and whole school reward systems that promote and celebrate social development, as well as other achievements.
- Opportunities to talk with a class teacher, head-teacher or teaching assistant on a 1:1 to share any worries or concerns.

Support that may be put into place include social skills groups, where we explicitly teach skills such as turn-taking, sharing, managing feelings. 1:1 support with the class teacher or specific teaching assistant, social stories.

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 where required. Where needed the risk assessment would include a meeting with parents as well as taking account of any medical advice. The destination of these trips will be taken into 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.

After school clubs are available to all pupils.

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

How will we support your child with identified special needs starting at school or moving on?

We recognise that transitions can be difficult for a child with D 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 passed on 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 map and Statement objectives/ Education Health Care Plans will be shared with the new teacher.

In Reception:

- There are induction events during the summer term for all children who are joining the Foundation Stage in September.
- The SENDCO may arrange additional visits for children identified as having SEND and additional meetings will be arranged with parents and any other agencies who have been involved with your child, such as the Early Years Teaching and Support Service.
- If appropriate, visits to pre-schools will be made by key staff

In Year 6:

- The Year 6 teacher and/or SENDCO will discuss the specific needs of your child with the SENDCO/Inclusion Manager of their secondary school.
- The new school are invited to attend any reviews that we hold before your child transfers to them.
- Where possible 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 can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher/key worker initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO / headteacher.

If you are still not happy you can speak to the Chair of Governors, or named Governor who will act on behalf of the Governing Body.

Who are the other people providing services, or who have provided services to children with SEND in this school?

Autism Outreach Service

Sensory Service for children with visual or hearing needs

Speech and Language Therapy, SALT, (provided by Health but paid for by the Local Authority).

Occupational Therapy

Physiotherapy

Professional training for school staff to deliver medical interventions such as asthma, diabetes, allergies

Education Psychology Service (EPS)

Behaviour Support Service (BSS)

School Nurse

Ethnic Minority Achievement Service (EMAS)
Visual Impairment Service
Child and Adolescent Mental Health Services CAMHS
Play Therapist
Art Therapist
Outdoor Therapy
Social Care Team
Acorn Education Trust Forest Schhol
Link 2 alternative provision

How are the school's resources allocated and matched to children's SEN?

The school budget, received from Acorn Academy Trust, includes money for supporting children with SEND.

The Head Teacher analyses all the information they have about SEND in the school, including

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected.

and decides what resources/training and support is needed. This is shared with Acorn Education Trust each term.

All resources/training and support are reviewed regularly and changes made as needed.

Support may be given in a variety of ways and is sometimes designed to encourage the child to develop the skills of independent learning and build confidence as well as supporting their maximum progress; your child's individual support will be discussed with you regularly.