



Great Wishford C of E (VA) Primary School



No challenge too big, no child too small- for with God, nothing will be impossible *Luke 1.37*
Headteacher Miss S Cleaver Executive Headteacher Mr S Porter Chair of Governors Mrs S Bale

Great Wishford CE Aided Primary School SEND School Information Report (October 2023):

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 the school email address.

Miss Graham is the named SENDCo for Great Wishford and can be contacted via email:
lucy.graham@greatwishford.wilts.sch.uk.

Mrs Di Wilkinson, supported by Mr Jamie Melville 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, headteacher and when possible the SENDCo too. 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

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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 school 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 by high quality class room teaching and in class adaptations. Students who continue to struggle will be supported by a SEND Passport where targets will be set and monitored by the class teacher and SENDCo.
- If necessary, at this point, 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).

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- 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/Passports 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 / emailing 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, Specialist SEN Service (SSENS), Sensory Service (for students with a hearing or visual need) or SALT (speech and language services), the Acorn Behaviour Support or Acorn Educational Psychologist.

Types of SEN support provided	What would this mean for your child?	Who?
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 all.• All teaching is based on building on what your child already knows, can do and can understand.• Adapting and changing lessons and resources for different learning styles	All

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	<ul style="list-style-type: none"> Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) 	
Specific small group work.	<p>If your child has gaps in their understanding/learning and needs the teacher will offer extra support to close the gap between your child and their peers.</p> <p>They will write a SEND Passport for your child with targets</p> <p>On the passport they will set specific tasks and interventions to achieve these goals.</p> <p>This is part of the Graduated Approach: Plan, Do, Review</p>	Any child with gaps in their learning
Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching and specific small groups.	<p>If your child has been identified as needing more specialist input, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</p> <p>Parents will be invited into school for a meeting, where 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 make recommendations, which may include: Making changes to the way your child is supported in school.</p>	Children where a significant need is identified.
Children with more complex needs will require more support.	<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. At this point your child may also need specialist support in school from a outside professional, This will require a referral from the school or other health care professional. This may be from:</p> <ul style="list-style-type: none"> - Wiltshire SENS - Virgin Care 	Children whose learning needs are: Severe, complex and lifelong. Need more than 15 hours of support in school.

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	<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. Find out more on Wiltshire Council website: http://www.wiltshire.gov.uk Looking at the Local Offer.</p> <ul style="list-style-type: none">- The school will request the EHCP attaching all the evidence needed for assessment- The LA will then advise on a 'Go Ahead To Assess'. If they agree then they will employ professionals to create an Education Health Care Plan.- If they do not agree to assess then the parents can appeal the decision. If the appeal is not successful the child's needs will be met through the My Support Plan or Passport.- Agreement to issue a plan will be decided by the Local Authority as well as any funding decisions.- The plan will include what type of support a child needs to succeed in education.- These plans will be reviewed at least annually.- If the Local Authority do not issue a plan then the parents have the right to appeal.	
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How will I know how my child is doing?

- Please come and speak to your class teacher if you require any additional support or information
- The SENCo is always available for remote or face to face meetings (please book via reception or email)
- 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.

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- 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. These plans may contain ideas for your support at home.

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 on a school SEND Passport. 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 Passport 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.

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- Opportunities to talk with a class teacher, head-teacher or teaching assistant on a 1:1 to share any worries or concerns
- Restorative Justice and time given for unpicking issues allow for 1:1 discussions

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 considered 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 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 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.

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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

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- Physiotherapy
- Professional training for school staff to deliver medical interventions such as asthma, diabetes, allergies
- 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 School
- Acorn Trust Behaviour Support
- Acorn Trust Educational Psychologist
- Link 2 enhanced 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 the Governing Body in Termly Standards meetings and the Trust in SEF documents.

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

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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.

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