



## Wollaston Primary School

### SEN Information report 2018/2019

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

*"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Trish Coates (SENCO) to discuss your further.

#### **Roles and responsibilities:**

##### **The class teacher:**

Responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Writing individual Action Plan for Inclusion /Individual target plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

### The SENCO: Mrs. T. Coates

Responsible for...

- Provide professional **guidance** to colleagues and works closely with staff, parents and other agencies.
- Write SEN Information Report which **MUST** be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN
- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process
- Ensure school keeps the records of pupils with SEN up to date
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements

### The Head of School: Mrs. Z. Richards

Responsible for...

- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head of School will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head of School must make sure that the Governing Body is kept up to date about issues relating to SEN.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place and

### The SEN Governor: Mrs. M Norris

Responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head of School and SENCO with regards to SEN within the school.

If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCO to review the short-term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers are accessible at the end of the day.

- His/her class teacher will continually monitor your child's progress.
- His/her progress will be reviewed formally and tracked with the Head of School and SENCO every term in reading, writing and numeracy. Through Parent Consultations and end of year reports, Teachers make clear the

attainment against age related expectation and the level of progress made.

- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results that are published nationally.
- Where necessary, children will have an SEN Support Plan based on targets set by outside school / outside agencies specific to their needs with the intention of accelerating learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with a statement / EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Head of School and SENCO will monitor the progress made by SEN children in their class work and any intervention that has been put into place
- Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Social awareness games and activities
- Lunch time and play time support / circle of friends
- Individualised programmes of work including activities to complete at home
- Access external agencies and professionals and follow their advice
- Pastoral family support worker trained in how to support pupils' mental health.
- Councillor visits every week for children who require extra support.

The school benefits from a Behaviour Policy with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to Parents its core principles regarding inappropriate behaviours and bullying.

Any pupils with additional medical needs are well catered for at Wollaston Primary School. All medical requirements are requested from parents prior to admission and these are added to the school medical needs folder. All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff. For those pupils needing medicine regularly, we complete a medical alert form which is reviewed annually. Each classroom also has a orange grab bag, which includes emergency first aid such as epi-pens and asthma inhalers.

### Specialist Services

Once the school has identified the needs of SEND pupils, the SENCO and Head of school decide what resources/training and support is needed.

### ***School Provision:***

- Wide range of Literacy and Numeracy small group interventions delivered by TA's and designated teacher.
- Teaching assistants offering social skills support.
- Lunchtime nurture groups to support children with social development.
- Speech and Language support
- Teaching Assistant trained on how to support pupils with autism.
- Teaching Assistant trained to support pupils with mental health concerns.
- Teaching Assistant trained on how to support those pupils with anxiety and / or depression.

### School trips

At Wollaston Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

### How accessible is the setting.

- The school is fully compliant with DDA requirements.
- The building can be accessed across the playground.
- The front desk has a wheel-chair height section and is DDA compliant.
- There are two disabled toilets and two changing facilities.

- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.
- The school has a "Quiet Area" and an outside learning area.
- The school has an up to date accessibility plan, which is considered each year, and whenever there is building work.

### New pupils to Wollaston Primary School

Foundation Stage staff will meet with parents prior to pupils starting school there will also be the opportunity for a home-visit. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone previous school to discuss individual pupil's needs.

### Transition arrangements

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEN will be planned according to individual need.

### Parental involvement

At Wollaston, we value the importance of building positive relationships with parents and families within our School community. Where a pupil is identified as needing an Action Plan for Inclusion or a SEND profile, parents are given the opportunity to be part of the assessment and review process.

