



Full Governors	Autumn 2017
Review	Autumn 2018

Woore Primary and Nursery School Special Educational Needs and Disability (SEND) Information Report

A little about us

Aim high... anything is possible.

At Woore Primary and Nursery School we believe this to be very true and we pride ourselves on following this ethos daily. We are a kind and caring school where children and staff feel nurtured and safe. We all work incredibly hard and everybody achieves their potential.

Our accomplishments are as a result of quality first teaching and learning, as well as rigorous monitoring and assessments procedures.

Through our teaching, monitoring and assessments, children of all abilities can be identified and their learning needs met.

Early identification is essential if children are to reach their potential and at Woore Primary and Nursery School we identify children as having addition/special educational needs and disability (SEND) through a variety of ways, including the following:-

- We liaise with nursery/previous school
- We monitor and assess children regularly to see if they are performing to their expected levels
- We follow up on any concerns raised by Parents
- We meet regularly with staff and discuss concerns raised by teachers, for example, concerns about behaviour or self-esteem and how this might be affecting performance
- We liaise with external agencies i.e. physiotherapist
- We have links with Health and Social Care professionals.

Who do I go to if I am concerned about my child?

If you have any concerns about your child the first point of contact is their class teacher, however you can also arrange an appointment with the Head Teacher or the Special Educational Needs Coordinator (SENCo) as we are all responsible for overseeing, planning and working with pupils with SEND.

What we do:

- Mrs Michelle Ward our Head teacher and Mrs Lucy Underwood our SENCO oversee all support and progress of any pupil requiring additional support across the school.
- The class teachers will oversee, plan and work with each pupil with SEND in the

class to ensure that progress in every area is made.

- There may be a Teaching Assistant (TA) working with the pupil either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

Our Governors (their involvement and responsibility):

- The SENCO reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with the SENCO. They also report to the Full Governing Body to keep all informed.

The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

What are the different types of support available for my child?

Quality First Teaching (All children).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all work in each class is pitched at an appropriate level so that all children are able to access, according to their specific needs.
- Typically this might mean that in a lesson there would be several different levels of work set for the class, this can also be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.
- In addition there are TAs available to each class during the morning where support is provided for groups or individual children who have been identified, this can be timetabled support or support that is needed based on the teacher's daily assessment of all children.
- Interactive displays, learning walls are in all classrooms and school resources are accessible to all pupils. All areas of the school are also accessible to all children.
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on progress and will have decided that there is a gap in their understanding/learning and that some extra support will be needed to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

How do you assess and identified children with SEND?

As a school we measure children's progress in learning against National and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where the gaps in understanding/learning are and if further support is needed. As a school, we track children's progress from entry at nursery through to Year 6, using a variety of different methods.

Children who are not making expected progress are picked up through Pupil Progress

Meetings with all staff including the head teacher, class teacher and TAs. In this meeting a discussion takes place concerning why individual children are experiencing difficulty (what their gaps are) and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed.

Our graduated approach to children who have been identified as having a specific gap in their understanding/learning of a subject and need extra support ('Could' Children).

- Children will engage in group sessions with specific targets to help them to make more progress.
- A class teacher or TA will run these small group sessions using the teacher's plan within the classroom during normal lesson times.

What happens to children if the gap in their learning/understanding of a subject continues to widen? ('Could'/'should' children)

If your child is not making progress, more detail assessment and/or testing takes place. During Pupil Progress meetings results are discussed and an intervention is agreed.

For your child this will mean:

- A time-limited, targeted small group intervention is introduced, under the supervision of the class teacher.
- There is a test prior to and after the intervention takes place to assess progress.
- That a TA (who has had training to run these groups) or class teacher will run these groups outside of normal lesson time e.g. assembly time.

What happens if the gap continues to widen still? ('Should' Children)

If it is thought that a child could have a recognised special educational need or disability (SEND), it will be necessary to carry out a more in-depth assessment. This assessment may be carried out by a specialist from an outside agency.

The class teacher and SENCo will gather information from a variety of sources, including parents, the child, teachers, TAs and other professionals and will set targets and determine a programme of intervention.

For your child this will mean:

- A programme of intensive intervention that can be delivered within a small group or on a 1:1 basis.
- The programme is usually delivered away from the classroom, and runs alongside specific strategies used within the classroom.

What happens if all of the above doesn't work? ('Must' Children)

For the small number of children who continue not to make progress as expected following the three above steps, we, together with parents, may agree that a multi-agency assessment is necessary. This may result in additional resources which the school is unable to offer being provided by the local authority. Additionally, it may also lead to a special educational need and disability being identified or diagnosed, however, this is

not always the case.

Our Provision Map

Cognition & Learning	Communication & Interaction	Social, Emotional and Mental Health	Sensory & Physical Health
<u>All</u> <ul style="list-style-type: none"> Differentiation strategies Visual aids/prompt cards/displays Writing Frames & checklists Reading to TA Letters & Sounds 	<u>All</u> <ul style="list-style-type: none"> Differentiation strategies Visual timetables Position seated classroom Show and tell 	<u>All</u> <ul style="list-style-type: none"> Whole school behaviour policy, rewards, sanctions. Weather clouds for behaviour Whole school/class rules PSHE/Circle time Seal resources Position seated in classroom Sticker charts Star of the Week 	<u>All</u> <ul style="list-style-type: none"> Flexible teaching arrangements e.g. seating PE activities Grips for pencils, triangular pencils etc Handwriting practice
<u>Could</u> <ul style="list-style-type: none"> Differentiation strategies Visual aids/prompt cards/displays Writing Frames & checklists Reading to TA Letters & Sounds 	<u>Could</u> <ul style="list-style-type: none"> Differentiation strategies Visual timetables Position seated classroom Show and tell 	<u>Could</u> <ul style="list-style-type: none"> Whole school behaviour policy, rewards, sanctions. Weather clouds for behaviour Whole school/class rules PSHE/Circle time Seal resources Position seated in classroom Sticker charts Star of the Week 	<u>Could</u> <ul style="list-style-type: none"> Flexible teaching arrangements e.g. seating PE activities Grips for pencils, triangular pencils etc Handwriting practice
<u>Should</u> <ul style="list-style-type: none"> In class TA support (Literacy & maths) Spelling banks Multi-sensory spellings Spelling groups Target groups (spelling/reading/writing/maths) Additional reading with a CT/TA Extra time to organize thoughts and complete work Withdrawal groups to support literacy/maths ELS Use of technology Editing with TA/CT support Guided reading groups Springboard maths Booster literacy FLS 	<u>Should</u> <ul style="list-style-type: none"> Co-operative group activities. In class TA support Playground monitoring, buddies, play leaders. Speech & language group support Social skills training groups Use of technology 	<u>Should</u> <ul style="list-style-type: none"> O-operative group activities In class TA support and reminders Separate tables for independent work when appropriate Small group circle time when appropriate Monitoring at playtime, buddies, play leaders Social group training e.g. turn taking, social stories, role play Self-esteem activities 	<u>Should</u> <ul style="list-style-type: none"> Gross motor skills-small groups Fine motor programmes-threading, scissors Teodoroescu Individual support from OT Handwriting programmes (Nelson handwriting, hand for spelling) Brain Gym in groups as lesson warm up Touch typing Nelson handwriting programme Keyboard skills group training Use of technology Visual/auditory

			perception group activities
<p>Must</p> <ul style="list-style-type: none"> • 1:1 phonics teaching • Individual reading with TA • Individual support from LSAT/EP • Scribe when appropriate • Focused teaching on LP targets • Must Maths • Memory skills • 1:1 intervention/group intervention • Individualised arrangements for SATs 	<p>Must</p> <ul style="list-style-type: none"> • 1:1 interaction (greet TA/CT, talk about feelings/day or draw pictures) • Individual support from LSAT/EP/Sp&L • Use of Technology • 1:1 speech & language sessions by TA • Listen, Think and Do activities • Socially speaking 	<p>Must</p> <ul style="list-style-type: none"> • Individual reward charts/organisation chart • Close surveillance at playtime • Social skills training/sharing/playing together • 1:1 behaviour programme and support delivered by TA • Individual intervention strategies • Positive thinking booklet • Access to learning lounge • 1:1 anger management techniques 	<p>Must</p> <ul style="list-style-type: none"> • Individualised language support by TA • Individualised support from OT • Individualised fine motor skills training/keyboar d training • Pindoras Box • Teodorescu • Oxford Junior Workbook

How will the school let me know if they have any concerns about my child?

Once a gap a child's understanding/learning has been identified parents are consulted, this usually takes place after assessments and reviews are formally completed, once a term (typically December, April and July). During the parents evening (typically November, March and July) the pupil's progress is discussed with parents/carers.

If any further information is needed the class teacher, SENCo and the head teacher are always available to discuss the needs, support and progress of the pupil, as we pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that parents are able to do the same with us.

Extended slots are offered to parents of children with SEND in order to review targets and to discuss next steps. However, we offer an open door policy where parents are welcome any time to make an appointment to meet with either the class teacher, SENCO or head teacher and discuss how their child is getting on. We also offer advice and practical ways that you can help children at home.

How is my child involved in the process?

Once children have been identified as having a gap in their understanding/learning the child is consulted via an informal pupil interview.

This involves the class teacher and the child themselves talking informally about their strengths and their barriers in learning. Children are also asked about how we can break down these barriers and what targets can be set in order to measure whether barriers are broken down.

The interview also involves the writing of a One Page Profile (OPP) which is a child friendly document and a Plan, Do, Review (PDR) document which details the discussion and the SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets are set; these are targets with the expectation that the child will achieve the target by the time it is reviewed.

In instances where a pupil interviews can not be performed, the OPP and PDRs are written by the class teacher in consultation with the child's parents/carers.

During the pupil interviews children are invited to review previous targets before setting new targets.

How is my child supported at times of transition?

Prior to starting school all Reception children and their parents are offered a home visit and are invited into school on several occasions to familiarise themselves with what is to come.

Similarly we encourage all new children to visit the school prior to starting where they will meet their buddy and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school, they run a programme specifically tailored to aid transition for the more vulnerable pupils. This can also be arranged if your child is moving to another secondary school e.g. Madeley High School.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has complex needs then an Education Health and Care Plan (EHCP) review will be used at a transition meeting during which we will invite staff from both schools to attend.

How do you assess and evaluate the effectiveness of SEND provision and how do you involve parents and children in this process?

The children are assessed at the start and end of an intervention to measure the effectiveness of the provision, this will appear on their PDR document. This is communicated to the parents during the parents evening and discussed further during the pupil progress meetings. During the pupil progress meeting the head teacher, SENCo, class teacher and the TAs all review the provisions and their effectiveness and plan next steps.

In addition, all children are assessed each term and their progress discussed during the parents evening and pupil progress meeting. Here we review the children's progress against their targets including children with an OPP and PDR to ensure they have been met.

If the child is making progress academically against national/age expected levels and the gap is narrowing - they are catching up to their peers or expected age levels and next steps are planned, for pupil who have made sufficient progress then they can be moved off the SEND register.

However, if progress has not been made and the gap is widening alternative next steps are made, this may mean the involvement of outside agencies as mentioned above.

How do you ensure access to the facilities for all of your pupils?

The school site is wheelchair accessible through the main entrance with a disabled toilet large enough to accommodate changing; the school is also all on one level. Main entrance doors into the school are edge coloured for the visually impaired. New building work is completed under consultation regarding accessibility and the school has an accessibility plan which is available upon request.

What activities are available for children who have been identified with SEND, in addition to the curriculum?

All children are included in all parts of the school curriculum as well as extra curricular activities and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activities to ensure that everyone's health & safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

What training have the teachers and other staff had to enable them to support children with Special Educational Needs effectively?

Our SENCO is currently enrolled on the NASENCO course and is due to qualify within a year. We have members of staff who are trained in delivering intervention programmes such as Wave 3, FLS, as well as staff who are trained in prevention to endangerment. We also have close links to larger schools that support us through their expertise and staff.

How do you obtain the services, provision and equipment required by our children with Special Educational Needs?

If pupils with SEND are not making sufficient progress and all means and resources are exhausted at school, additional help may be sought through a referral to the an external agency such as Woodlands.

In addition to this, as a school we work closely with any external agencies that we feel are relevant to individual children's needs, including: - Behaviour Intervention; Health including - GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

How do you support the emotional and social development of children with SEND?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after your children.

The pupil premium funding is also utilised in additional hours for TAs, sending pupils on trips and residential visits and after school and extra curricular activities.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

What are your arrangements for supporting children who are Looked After by the Local Authority?

Looked after children have a right to expect the outcomes we want for every child - that they should be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well-being. To achieve these five outcomes for looked after children, we as a school demonstrate the strongest commitment to helping every child to achieve the highest educational standards he or she possibly can. This includes

supporting their aspirations to achieve in further and higher education.

Who can I speak to if I have any further questions, concerns, complaints or compliments about the provision for children with Special Educational Needs and Disability?

The first point of contact would be your child's class teacher, they will be happy for you to share any concerns you may have.

An appointment with the SENCo, Mrs Lucy Underwood or the head teacher, Mrs Michelle Ward can also be arranged by contacting the school.

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Crewe

Cheshire

CW3 9SQ

Telephone: 01630 647373

Fax: 01630 647373

E-mail: admin@woore.shropshire.sch.uk

Website: <http://www.woore.org>

In addition:

Information Advice Support Service (IASS) formerly

Parent Partnership Service (PPS)

Free and impartial support for children and young people aged 0-25 years with special educational needs and disabilities and their parents/carers

Telephone: 01952 457176

E-mail: info@pps-shropshireandtelford.org.uk

<http://www.parentpartnership-shropshireandtelford.org.uk/>

Shropshire Parent and Carer Council (PACC)

PO Box 4774

Shrewsbury

SY1 9EX

Telephone: 0845 601 2205

E-mail: enquiries@paccshropshire.org.uk

Web: <http://www.paccshropshire.org.uk/>

Information Report Reviewed by Mrs Lucy Underwood (SENCo), September, 2017.

Next Review: July 2018

Glossary

CT	Class Teacher
ELS	Extra Learning Support
EP	Educational Psychologist
FLS	Further Literacy Support
LP	Learning Plan
OT	Occupational Therapist
PE	Physical Education
PSHE	Personal, Social and Health Education
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
Sp&L	Speech and Language
TA	Teaching Assistant