



Wymeswold C of E Primary School

Special Educational Needs and Disability  
Information Report and Local Offer

August 2022

## **SEND information report**

### **Wymeswold C of E Primary School Local Offer**

Wymeswold Primary school is a LA maintained mainstream school. We are an inclusive school that welcomes and celebrates diversity.

All staff believe that having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all of our children. We recognise that our children may have a variety of needs and those needs may change and require a range of provision and access to other services.

Some children need increased support to access learning because:

- a. they have a greater difficulty in learning than the majority of children of the same age;
- b. they have a disability or medical need as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

We try to ensure that all barriers to equal access in our school are removed or overcome.

We monitor and track progress of all children so that the support provided is as effective as possible.

We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

### **Principles underlying the Code**

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEND or disabilities.

These include:

- taking into account the view of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

### **What are special educational needs and/or disabilities (SEND)?**

The term 'special educational needs' has a legal definition. Children with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need additional, or different help, from that given to other children of the same age. The law says that children do not have learning difficulties just because their first language is

not English. However, some of these children may have learning difficulties as well. Children with SEND may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language, or how they relate to and behave with other people. Many children will have SEND of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily.

A few children will need extra help for some or all of their time in school.

SEND could mean that a child has difficulties with:

- all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves
- some kind of sensory or physical needs which may affect them in school.

Also see '**Wymeswold C of E Primary School Special Educational Needs and Inclusion Policy**' on the school's website.

### **Roles and Responsibilities**

#### **SENDCo – Miss Haynes, currently Miss Martin is Acting SENDCo**

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support (assess, plan, do, review)
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **The SEND governor - Miss Mary Opie**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **The headteacher - Mrs Jan Scallon**

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **The kinds of SEND that are provided for**

Wymeswold C of E Primary School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia, processing difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, epilepsy, developmental coordination disorder

## **Identifying pupils with SEND and assessing their needs**

Our school has a policy that outlines the procedure for identifying children with SEND and assessing their needs, which is available on the school website.

Only a few pupils will require interventions which are additional to and different from the differentiated curriculum provided for all pupils. This forms part of the graduated response. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

We also consider if a pupil may have a disability under the Equality Act 2010 and, if so, what adjustments need to be made to provide the best possible arrangements for provision within our school.

Our class teachers make regular assessments of progress for all pupils and these are shared during termly pupil progress meetings with the head teacher.

Identification and assessment of pupils' SEND will include:

- End of Key Stage attainments (end of Year 2)
- Standardised tests/ baseline entry assessments
- Teacher observation
- Information and advice from other agencies
- Views of the pupil
- Views of parents
- Diagnostic tests
- Observational checklists
- Other forms of assessment which involve:
  - Observing and recording responses in different environments
  - Identifying strengths and weaknesses
  - Identifying learning rates and learning styles

This assessment information highlights pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We also assess progress in areas of whole child development such as social or behavioural needs in order to make sure a pupil fulfils their true potential.

Where a pupil is making less than expected progress, the first response is to ensure that they receive high quality first teaching targeted at areas of weakness.

Where progress continues to be less than expected the class teacher, working with the SENDCo, assesses whether the child has SEND.

### **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress (minimum of termly).

### **Supporting pupils moving between phases**

We will share information with the school, or other setting the pupil is moving to. We will agree with parents which information will be shared as part of this.

### **Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- At times the teacher may direct the class-based Teaching Assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo or outside agency staff) are in place to support your child to learn.
- 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 help them make the best possible progress.
- It may also involve group work with in a smaller group of children. This group, often called intervention groups by schools, may be run in the classroom or outside and run by a teacher or Learning Support Assistant who has had training to run these groups.

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **Additional support for learning**

We have learning support assistants who are trained to deliver interventions such as Social Communication, Fun Fit, Autism Support, Positive Handling, Anxiety Sessions and Dyslexia support.

Learning Support assistants will support pupils in small groups or on a 1:1 basis as necessary.

We work with the following agencies to provide support for pupils with SEND:

- Autism Outreach

- Speech and Language
- Occupational Therapy
- Educational Psychologist
- Dyslexia Specialist Teacher
- School Nurse
- Early Years Foundation Stage SEND Inclusion Service
- RELATE Counselling

### **Expertise and training of staff**

Our SENDCO has 14 years' experience in this role. (Our Acting SENDCO hold the NASENCo qualification).

They are allocated one day per half term to manage SEND provision.

Staff have been trained in Dyslexia support, Autism training, Positive Handling, Social Communication, Anxiety, Fun Fit, Numicon, Lego-therapy and Specialist Learning Difficulties.

We use specialist staff for support in Emotional, Health and Wellbeing and Specific Learning Difficulties, such as dyslexia and dyspraxia.

### **Securing equipment and facilities**

Wymeswold is a fully wheelchair accessible building. We have a disabled toilet, a shower and ramps. We have a screening programme, which identifies indicators of specific learning difficulties, such as dyslexia. When appropriate trained staff run a Fun Fit club to support pupils with Developmental Coordination Disorder and pupils with fine and gross motor skill difficulties, Social Communication Groups and Anxiety Sessions,

We have a wide range of equipment to support pupils with SEND, such as:

- Dyslexia friendly books
- Nessy computer program to support spelling and phonics
- Recording using laptops
- Word Banks
- Coloured overlays
- Raised/ sloping boards to support writing
- Fun Fit equipment for gross and fine motor skills
- Dictaphones
- Large print
- Maths resources such as Numicon and Cuisenaire Rods

### **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term



- Reviewing the impact of interventions as appropriate depending upon the individual circumstances
- Using pupil voice as appropriate
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability. For further information, please read the Accessibility Plan on the school website.

All pupils are encouraged to take part in all school activities, as children become older they are encouraged to take on greater responsibilities, such as School Councilors, House Captains, Anti-Bullying Reps etc

Support we can provide in school may include:

- Circle Time activities
- Social skills and friendship groups
- Social Communication groups
- Anxiety sessions
- FunFit sessions
- Behaviour programmes including rewards and sanctions.
- A named adult in school to act as a behaviour or learning mentor;
- Medicines can be administered in school in accordance with our 'Administrations of Medicine' policy.

There are nominated first aiders in school and several members of staff have paediatric first aid qualifications. If your child has significant medical needs you will need to speak to the Headteacher or SENDCo to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.

The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class-teacher will speak to the SENDCo or the Head.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of all school groups
- Pupils with SEND are also encouraged to be part of nurture groups, run by the school when necessary, for example Safety 7, to promote teamwork/building friendships.
- Pupils with SEND are encouraged to run clubs and to take on roles and responsibilities.
- The School Nurse/ RELATE is available for counselling on request

We have a zero-tolerance approach to bullying and pupils with SEND are encouraged to be Anti-Bullying Representatives.

### **Working with other agencies**

If a child has been identified by the SENDCo as needing some extra specialist support in school then outside professionals may become involved in supporting your child (with your involvement and approval). This may be from:

Local Authority services such as Autism Outreach or Specialist Teaching Service, Educational Psychologist, Occupational Therapist, Physiotherapist or Speech and Language Therapy (SALT) Service. 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.
- Support to set more effective targets which will include their specific expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work with outside professional.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### **Supporting parents with concerns/ worries**

Any parent who thinks that their child may have a special educational need that has not been identified, should talk to your child's class teacher in the first instance, following this with the SENDCo.

Parents will be able to talk over concerns and find out what our school thinks about the academic and or social/emotional development of your child. The SENDCo will explain what happens next in this process of assessment and identification of need. Working together with your child's teachers will often help to sort out worries and problems. The closer this work is, the more successful any help for your child can be.

Areas to discuss/question with school could be:

- if the school thinks your child has difficulties
- if the school thinks your child has special educational needs

- if your child is able to work at the same level as other children of a similar age
- if your child is already getting some extra help
- how you can help your child at home.

We will consult parents about all the decisions that affect their child. If parents have concerns or worries at any time, they should share them with the class teacher in the first instance.

Subsequently, the SENDCo or head teacher or any other professional working with your child may be involved. We use a person-centred approach to ensure the best support can be provided with pupils and parents fully involved in the process. Parents will be fully included and able to contribute to the writing of the support plan and will be made aware of any interventions that will be provided. These plans will seek parental involvement to reinforce or contribute to progress at home. Where a pupil is receiving SEND support, we talk regularly with parents to set clear outcomes and review progress towards them; discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

We meet parents at least three times each year. The views of the pupil will be included in these discussions wherever possible and appropriate. This may be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the process. A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff. We will also provide an annual report for parents on their child's progress.

### **Contact details of support services for parents of pupils with SEND**

Support from other services may be accessed as appropriate, for example:

- Educational Psychology Service
- Specialist Teaching Service including the Hearing Impaired Team, Visually Impaired Team and Autism Outreach
- Speech and Language Therapy
- School nurse
- Early years services
- Occupational therapy
- Child and Adolescent Mental Health Service
- Counselling services
- Social Services
- Paediatricians

### **The local authority local offer**

The Local Offer is a clear, comprehensive and accessible website, with up-to-date information about provision and how to access it. This website containing support, advice and information can be found at:

[http://www.leics.gov.uk/index/children\\_families/local\\_offer.htm](http://www.leics.gov.uk/index/children_families/local_offer.htm)

### **Complaints about SEND**

Any complaints from parents of children with SEND about the provision made at school should be raised with the class teacher, SENDCo or Head Teacher. As we use a person-centred approach with partnership and full engagement with parents, we aim to be able to discuss and alleviate any concerns quickly to avoid the need of complaint. However, if the complaint cannot be resolved please refer to the school's Complaints Policy, which can be found on the school website.

### **Monitoring arrangements**

This information report will be reviewed by SENDCo and Head Teacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions