



SEN Information Report

Version	Date	Author	Change Description
3.0	July 2017	Mrs C Hogben	Review Annually

Wilstead Primary School values the uniqueness of all pupils offering a broad and balanced curriculum for all. We are committed to giving every child opportunities to achieve the highest standards by taking into account pupils varied life experiences and needs. We believe in promoting the individuality of all of our children regardless of disability, gender or background enabling all children to reach their full potential.

1) Who are the best people to talk to in the school regarding my child's Special Educational Needs or Disability (SEND)?

a) The class teacher who is 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) keeping the SENDCo informed as necessary.
- Writing pupil targets/Individual Education Plans (IEPs), sharing and reviewing these with pupils and parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

b) The SENDCo (Mrs C. Hogben) who is responsible for:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing.
- Liaising with all the specialist people/outside agencies who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND Support register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

c) The Head teacher (Mr L. Robichaud) who is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Giving responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- Updating the Governing Body about issues relating to SEND.

d) The SEND Governor (Mrs L.Day) who is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

All of these people can be contacted in school either in person or by telephoning 01234 302303.

2) What are the different types of support available for children with SEND in our school?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place, so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will continually assess and monitor your child's progress and decide if your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- This extra support may take the form of an intervention, run in the classroom or in a group area. The intervention may be run by a teacher or an appropriately qualified teaching assistant.

b) Specialist input from outside agencies, e.g. Speech and Language Therapy, Sensory and Communication Team, Psychology Team etc.

- This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school.
- The SENDCo would organise for this specialist input to be accessed from the Local Authority services or independently arranged.
- If this is the case you may 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 you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specific Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to a panel of professionals (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 current support.

- After the reports have all been sent in, the panel of professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to make sure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline the number of hours of support your child will receive and how the support should be used, and what strategies must be put in place.
- To implement the EHCP an additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

3) How can I let the school know that I am concerned about my child's progress in school?

- If you have any concerns about your child's progress you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you can speak to the SENDCo.
- The school SEND Governor can also be contacted for support.

4) How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

5) How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from the Local Authority, includes money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

6) Who are the other people providing services to children with SEND in the school?

a) School provision

- Teachers responsible for teaching intervention for SEND groups/individuals on a part-time basis.
- Teaching Assistants and HLTAs working with individual children or small groups.
- Phonics programme delivered by trained Teaching Assistants to individual pupils.
- Teaching Assistants trained in Makaton.
- Teaching Assistants trained in the use of Numicon.
- Speech and Language Therapy provided by a qualified HLTA.
- Teachers or Teaching Assistants offering support for children with emotional and social development through our Nurture Groups.

b) Local Authority services delivered in school:

- Educational Psychology Service
- Sensory and Communication Team
- SEND Advice

c) Health Provision delivered in school:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy

7) How are the teachers in school helped to work with children with SEND, and what training do the teachers have?

It is the SENDCo's job to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

8) How will the teaching be adapted for my child with SEND?

- The class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

9) How is your child's progress measured in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed with the Headteacher and SENDCo every term in reading, writing and numeracy.
- At the end of Key Stage One, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- If required children will have an IEP with SMART targets. Progress against these targets will be reviewed each term and new targets will be set. Parents and children will be informed of this process.
- The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will monitor interventions to ensure that your child is making good progress in any individual work or group work that they take part in.
- The SENDCo and Head teacher will undertake lesson observations to ensure that the needs of all children are met and that the quality of teaching and learning is high.

10) What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person directly involved, or where this is not possible, in a report.
- Personal progress targets /IEPs/ IBPs will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication between you and the school and you and your child.

11) How will we support your child's emotional and social development?

- We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.
- All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer, in addition, nurture groups.
- In addition our lunchtime clubs offer small group activities which encourage co-operation, turn taking and responsibility.
- If your child needs further support, the SENDCo will discuss other solutions with you, individual to your child.

12) How will my child be included in activities outside the classroom, including school trips?

- The school and grounds are all on one level and so are accessible by wheelchair.
- All our extra-curricular activities are inclusive; if extra support is needed this can be discussed with the SENDCo and arranged.
- All trips are risk assessed to ensure they are suitable for all our pupils. Parents are consulted if extra equipment i.e. a wheelchair is needed for the trip to ensure all equipment is available.

13) How are children included in the planning of their support and provision?

- IEP's are child friendly and shared with the children, when appropriate.
- Children with an EHCP are asked to complete a questionnaire to express their views when it is time for their Annual Review, if this is appropriate.

14) How is Wilstead Primary School accessible to children with SEND?

- Wilstead Primary School is all on one level and so is wheelchair accessible with ramps where appropriate.
- There is a disabled toilet and changing facilities.
- Any other equipment that is required is bought and fitted as necessary.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.

15) How will we support your child when they are joining this school? Leaving this school? Or moving onto another class?

We understand that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

a) If your child is joining us from another school:

- The SENDCo will liaise with pre-school and be involved in home visits with the Foundation Stage Leader when appropriate.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

b) 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. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

c) When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP s will be shared with the new teacher.
- Your child will get to spend some time with the class teacher.

16) Arrangements for handling complaints?

We take parental concerns very seriously. If you have a complaint please come and talk to us about it first. We will endeavour to reach a solution with you. If you are not satisfied please see our complaints policy.

Link for further information:

[Link to Bedford Borough Council Local Offer;](#)