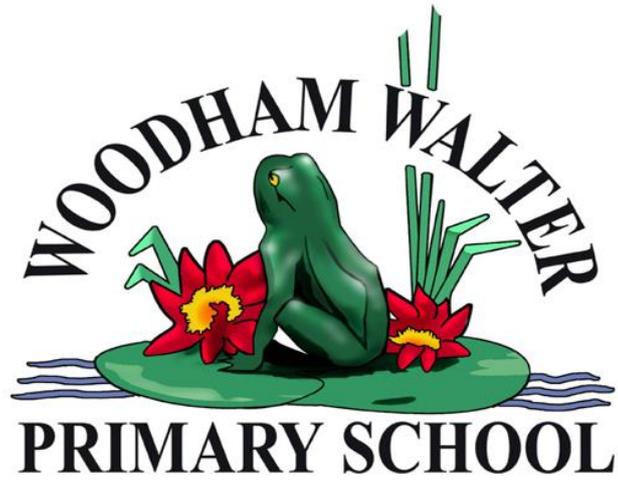


SEND Information Report

WOODHAM WALTER C OF E (VC) PRIMARY SCHOOL



Lifelong Learners

SEND Information Report 2022

Autumn 2022

1. Contact Details

Inclusion Manager: Pippa Edlin

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Role of SENCo: The SENCo has responsibility for coordinating provision for students with special educational needs and disabilities.

2. Introduction

At Woodham Walter, we create a happy, caring community where we all feel valued and secure. We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential.

We provide a broad and balanced and stimulating curriculum for every child regardless of race, gender or ability.

At our school, we aim to promote positive learning for our children with SEND through:

- Ensuring they feel a valued part of the school
- Providing a safe and supportive environment
- Have access to the full curriculum
- Having access to a range of teaching and learning strategies to suit their needs
- Promoting independence and resilience as a learner, without over reliance on adult support
- Identifying and addressing needs to ensure early intervention
- Communicating their needs appropriately throughout the school
- Encouraging parents/guardians/carers to maintain close links with the school to help support their child throughout their learning development – for example, through attending Parent- Teacher Consultation appointments, and follow up on recommendations made with input at home.

3. How do we consult with children about their special educational needs and involve them in their education?

The student is central to planning for, review and evaluation of the support they are given to maintain their progress. We are committed to hearing the voice of all our students, including those with special educational needs and get to know them individually and respond to their choices and preferences, through a range of strategies:

- Working with a familiar adult to record their views for One planning and the annual review meeting (for students with an Education Health and Care Plan – EHCP), with visual prompts where appropriate
- Attendance at regular termly meetings and annual reviews, where appropriate
- Age appropriate conversations about targets and progress
- Participation in transition planning
- Individual observations
- Guided assessment activities in class with class teacher

We aim to provide pupils with a curriculum suited to their educational needs which is varied, rich and enjoyable using themes to provide a context for learning.

4. How do we work in partnership with families?

"The empirical evidence shows that parental involvement is one of the key factors in securing higher student achievement and sustained school performance" (Harris and Chrispeels 2006)

We appreciate and encourage support from parents/carers in their child's education and firmly believe that home and school should work in partnership. We have an "open door" approach where parents are encouraged to maintain close communication links with school staff.

Throughout their time at school, families are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities include:

- Termly meetings to agree person-centred outcomes, discuss the activities and support that will help achieve them and review progress with appropriate members of staff. Families are encouraged to attend meetings and to contribute their views in writing as part of the review process.
- Meetings to agree transition arrangements and support.

- Additional meetings with class teacher/SENCo to discuss concerns and share information as matters arise.

5: How do we identify students who may have special educational needs?

Special educational needs are identified in terms of cognition and learning, communication and interaction, social, mental and emotional health, physical and sensory needs.

We try to identify special educational needs as early as possible using a range of strategies which may include:

- Liaison with pre-school and nursery where needs have already been identified
- Listening to families' concerns and working with them to get a picture of how a student is progressing at home as well as at school
- In EYFS the teacher completes a baseline for each student and from this it is possible to track their progress and begin to identify any special educational needs.
- Monitoring student progress termly using a range of tools to identify those who are working at levels significantly below those designated for their year group in English and Maths
- Using targeted assessments to identify students who may have difficulties with understanding and using language
- Observing students in class and in the playground to identify attention and concentration, social and emotional needs
- Using a range of screening tools to monitor phonological awareness, visual discrimination, auditory memory, gross and fine motor skills, etc.
- Taking advice from external agencies, including medical and social care professionals
- Working together with other schools to exchange information during transition

There are 2 levels of SEND support recognised in Essex:

SEN Support – this is the category the majority of children with SEND will be placed at

Some children with high needs may be eligible for an Education, Health and Care Plan (**EHCP**) which is issued by the local authority.

6: How do we plan provision for students with special educational needs?

At Woodham Walter CE (VC) Primary School we follow an Assess – Plan – Do –Review cycle to address the needs of students with SEND.

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We work closely with the student, their family and external agencies to identify aspirations for the student and write plans detailing long term outcomes for the student to achieve these. Short term challenging and relevant academic and developmental steps towards meeting outcomes and appropriate support and interventions to be put in place are used to write individual plans.

The class teacher is responsible for meeting the needs of individuals, including those with SEND, in his/her class through high quality teaching on a daily basis. Work is differentiated and resources are made available for students with special educational needs. Differentiation is a multiple part process, including differentiation by input, teaching and learning process and by outcome.

Class teachers coordinate intervention timetables for provision of additional support and interventions outlined in the plans for students being supported at SEN Support level. The SENCo writes the plans and coordinates provision for students with an EHCP.

Individual plans include:

- SMART (specific, measurable, achievable, relevant and time-bound) steps to outcomes
- The strategies and approaches which will help achieve the targets
- Time allocations for each agreed outcome
- Details of who will deliver the intervention
- Advice from external agencies, e.g. Speech and Language Therapist, Educational

Psychologist Depending on the needs of the individual student, a range of support is planned, for example:

For students with cognition and learning needs:

- Intervention groups, where students' learning is supported in small groups, sometimes outside of the classroom
- Input from a local authority specialist teacher / inclusion partner or educational psychologist
- Structured literacy and numeracy programmes
- Strategies to support attention and concentration

For students with communication and interaction needs:

- Small group speech and language work
- Intensive one to one interaction and intervention programmes advised by a Speech and Language Therapist
- Pastoral care support, counselling and emotional first aid
- Social skills groups and programmes
- Positive behaviour support programmes, including individualised rewards and sanctions and consistent behaviour management plans

For students with sensory and/or physical needs:

- Gross and fine motor skills programmes
- Support for self-help and independence skills
- Input from a local authority specialist teacher or NHS therapist
- Specialist equipment

For students with medical needs:

- Input from a local authority specialist teacher or NHS therapist
- The school liaises with appropriate medical professional such as a specialist nurse, to complete a Health Care Plan for children on medication and /or other specific medical needs.

7: How do we assess and review their progress?

Before beginning any new intervention, the student's baseline attainment is generally recorded so that progress can be monitored.

For students with special educational needs, a termly review (or more frequent if required) is arranged with relevant staff and the family. The individual plan is reviewed and updated, with new steps to outcomes being set as appropriate.

For students with an Education, Health and Care Plan an Annual Review with family, SENCo, relevant staff and external agencies, takes the place of the termly reviews.

The student's views are sought and recorded and they may attend all or part of the meetings as appropriate.

Progress is regularly reviewed to ensure that the student is placed at the correct level of SEN support and decide whether support needs to be maintained, increased or ceased.

8: How do we evaluate the effectiveness of the provision for students with special educational needs?

Woodham Walter CE (VC) Primary School uses a range of strategies to evaluate the effectiveness of interventions and the impact they have on the progress of the individual student including:

- Baseline and summative assessment of students being supported through intervention programmes
- Academic assessment data

- cross-referencing individual student achievement and progress data against progress made by other students within year group/level
- cross-referencing achievement and progress of special educational needs students in school with national outcomes
- Monitoring progress in terms of improvements in behaviour, confidence or self-esteem
 - Regular feedback from staff delivering interventions to class teachers
 - Regular record keeping to track progress against SMART outcomes agreed in the One Planning process
 - Regular student progress meetings, with family, SENCo, support staff, class teacher and external agencies, where relevant
 - Student's views
 - Family's views
 - Reports, assessments and feedback from external agencies
 - SENCo observations

9: What expertise do our staff have in supporting students with special educational needs?

It is the ethos of the school that all staff share responsibility for supporting students with special educational needs. Staff are recruited for their commitment, experience, knowledge and aptitude.

Through working with appropriate outside agencies staff have access to resources and training courses to enable them to take part in continuing professional development across a wide range of SEND with specific training needs being identified and met as appropriate. All staff are trained regularly on safeguarding and each school has designated Child Protection Officers who regularly update their training.

Individual members of staff in school have a wide range of experience and expertise in areas including:

For students with cognition and learning needs:

- Literacy and numeracy interventions and support
- Complex learning difficulties
- Specific learning difficulties, e.g. dyslexia, working memory
- Promoting attention and concentration
- Developing independent learning strategies

For students with communication and interaction needs:

- Speech, language and communication
- Autism

For students with social, mental and emotional health needs:

- Social, emotional and mental health difficulties
- Emotional first aid

- Attachment disorder
- Positive behaviour management

For students with sensory and/or physical needs:

- Sensory processing difficulties
- Supporting fine motor skills programmes

For students with medical needs:

- Medical and healthcare needs, e.g. epilepsy
- Attention deficit hyperactivity disorder (ADHD)

10: How do we secure specialist expertise?

Depending on the needs of the student the school may decide to seek specialist expertise from an external agency. Families will be closely consulted in any decision taken by the SENCo to seek involvement of a professional partner from outside the school and their permission gained.

We work closely with other professional partners, including the School Nurse, Community Paediatrician, Speech and Language Therapist, Physiotherapist, Occupational Therapist, Educational Psychologists, Social Care, Emotional Well-being and Mental Health Service and local authority Specialist Teachers, Inclusion Partners and Educational Psychologists.

Professional partners are involved in working with students, training staff, designing and monitoring specialist programmes and reporting to families.

The governing body plays an active role in strategic planning and has responsibility for overseeing the practice in the school and ensuring it meets the needs of students and families.

11: How do we secure facilities and equipment to support students with special educational needs?

Woodham Walter CE (VC) Primary School works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent on need. We work with external professionals such as Occupational Therapists, Physiotherapists, specialist teachers and specialist nurses. Some resources are provided by these agencies and, in addition, the school secures facilities and equipment through

a range of means, including loans, grants and charities.

The kinds of support offered could include:

- Disabled toilets
- Ramps
- Modified furniture
- Mobility training
- Access to specialist teacher input
- Access to ICT
- Specialist PE equipment

12: What arrangements are in place to support transition?

We support our students with special educational needs at all stages of transition: between schools, sites, key stages and classes, and in preparation for adult life. Support may include:

For students transferring to primary school

- Initial meeting with family of new students with special educational needs joining the school, to gather relevant information in order to ensure a smooth transition
- Early Years Foundation Stage practitioners and SENCo visit and liaise with early years settings to meet with the students and share information about children about to commence school
- Additional visits to primary school
- Phased transition into school over several weeks, if appropriate
- Preparation of a Transition Book

For students transferring to secondary school or a specialist setting

- Transition days and taster sessions
- Additional visits to the school
- Electronic methods of communication e.g. video calls, slides
- Liaison between SENCos and teachers and the students new school
- Transition support groups
- Secondary SENCos are invited to attend Annual Review meetings in Year 6 and in Year 5, if appropriate
- Completion of transition materials as appropriate

For students transferring between year groups or phases

- Enhanced transition arrangements specific to individual needs of students
- Transition books for students moving class to help familiarise them with new environments, routines and personnel. These are used in school and given to families to share with their child over the school summer break
- Additional visits to a new class or extra time to get to know unfamiliar staff

12: How do we deal with any concerns?

We work hard to be in effective communication with students and their families and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and endeavour to be open and accessible so that concerns can be raised and dealt with easily.

If the situation arises where families have a concern about the provision being made for their child or the impact of that provision, and feel that the SENCo has been unable to reassure them that needs are being met effectively, in the first instance they should talk to the Head Teacher and then if they are not satisfied they should consult the schools' Complaints Procedure which can be viewed on the school website.

13: What other support services are available for the families of students with special educational needs?

Details of provision available within Essex and a wide range of outside agencies is available on the Local Authority Local Offer portal which can be accessed online at <http://www.essexlocaloffer.org.uk/>

Please do come and talk to the SENCo or your class teacher if you are unsure how to access this or would like to discuss any of the information on the local offer pages.