

Welton Primary School SEN Information Report September 2022-23



Welcome to our SEN Information Report, which is part of the East Riding Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information will be updated annually.

Welton Primary School prides itself in being an inclusive school. The culture and ethos of the school celebrates the diversity of the school population and we are committed to *nurturing, challenging and igniting every child's unique spark of genius.*

We have a holistic approach to supporting pupils with additional needs and as well as the very good systems for supporting learning and physical needs (as described in the Welton Local Offer) we provide the following support for social and emotional aspects of learning:

Every teacher is a teacher of every child or young person and is responsible for the well-being and progress of all the pupils in their class and for meeting their diverse needs.

Our SEN policy reinforces the need for teaching that is of a high quality and is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

"We, at Welton have a dream that our children will be proud, happy and confident; knowing that they are being nurtured, challenged and encouraged to ignite their own unique spark of genius, so that it catches fire and shines."

What is the SEN Information Report?

The LA Local Offer

- The Children and Families Bill will become enacted in 2014. From this date Local Education Authorities (LEAs) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'SEN Information Report'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School Local Offer

- This utilises the LEA SEN Information Report in order to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide.
Our Local Offer is available on our website.

The SEND Information Report	Our setting:
What kinds of SEND do we provide for?	<p>Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> • Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties • Cognition and learning, for example, dyslexia, dyspraxia, • Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), • Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy • Moderate and multiple learning difficulties
How do we identify and assess children with SEND	<p>The school has a proven track record of early identification of special needs and a rigorous and extensive graduated response to this need as required by the SEND Code of Practise 2014</p> <p>We will assess each child’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • 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 • This may include progress in areas other than attainment, for example, social needs. <p>Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.</p>
How will parents and carers be involved?	<p>When deciding next steps and whether additional special educational provision is required a multi-agency and parent partnership approach will be used. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p> <p>We will have an early discussion with the child (where appropriate) and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the child’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 <p>Notes of these early discussions will be added to the child’s record and parents can access these at any time.</p> <p>If you have concerns about your child’s progress you should speak to your child’s class teacher initially.</p> <p>If you continue to be concerned that your child is not making progress, you can speak to the Special Education Needs Coordinator (SENCO).</p> <p>The school SEND Governor can also be contacted for support.</p>
Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs or disability (SEND)?	<p>The Class teacher Responsible for:</p> <ul style="list-style-type: none"> •Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs Coordinator know of their concerns. •Writing individual Support Plans and sharing and reviewing these with parents at least once every term and planning for the next term. <p>The SENCO- Mrs L Jones (M Ed SEND)</p>

	<p>Responsible for:</p> <ul style="list-style-type: none"> • Developing and reviewing the school’s SEND policy • Coordinating all the support for children with special educational needs or disabilities (SEND) • Ensuring that you are involved in supporting your child’s learning and kept informed about the support your child is getting and are involved in reviewing how they are doing. • Liaising with all the other people who may be coming into to school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school’s SEND 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. <p>The Head teacher – Mrs N Pidgeon Responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • The Head teacher will make sure that the Governing Body is kept up to date about issues relating to SEND. <p>The SEND Governor – Mrs J Gould Responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is given for any child who attends the school, who has SEND. <p>School contact telephone number 01482 667222 School email address office@weltonprimaryschool.com</p>
<p>How do we assess and review children’s progress?</p>	<p>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 children’s needs. This will draw on:</p> <ul style="list-style-type: none"> • The teacher’s assessment and experience of the child • 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 child’s own views • Advice from external support services, if relevant • The progress of children with a statement of SEND/ EHC Plan will be formally reviewed at an Annual Review, with all adults involved with the child’s education. • The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in. • Regular book scrutinies and lesson observations will be carried out by the SENCO, and members of the Senior Management Team to ensure that the needs of all children are met, and that the quality of teaching for all children is high. <p>All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.</p> <p>We will regularly review the effectiveness of the support and interventions and their impact on the child’s progress.</p>
<p>What are the different types of support available for children with</p>	<p>Teachers are responsible and accountable for the progress and development of all the children in their class.</p> <p>High quality teaching is the first step in responding to pupils who have SEND. This will be differentiated for individual children.</p>

<p>SEND in our school?</p>	<p>Class teacher input via excellent targeted classroom teaching (Quality First Teaching). For your child this would mean:</p> <ul style="list-style-type: none"> • That the teacher has the highest possible expectations for your child and all pupils in their class. • That 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. This may involve things like using more practical learning and using a range of teaching techniques to match different learning styles. • Specific strategies (which may be suggested by the SENCO) are in place to support your child to learn. <ol style="list-style-type: none"> a. In class support for groups and individuals when appropriate. b. Group interventions usually led by a teacher or experienced / well trained teaching assistant c. One to one programs of work to address literacy needs or mathematic difficulties d. One to one speech and language interventions (overseen by the Speech & language Therapy service) e. One to one / small group interventions to address social, emotional and behavioural needs f. One to one programmes of physiotherapy g. After school support groups <p>SEN Code of Practice 2014: School Support (SS)</p> <ul style="list-style-type: none"> • This means they have been identified by the SENCO as needing some extra specialist support in school from a professional outside the school. This may be from: • Local Education Authority central services such as the Inclusion Practitioner or the Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Education Psychology Service (EPS). • Specialist groups run by outside agencies e.g. Speech and Language Therapy
<p>Who are the other people providing services to children with SEND in this school?</p>	<p>School provision:</p> <ul style="list-style-type: none"> • All class teachers are responsible for teaching children with SEND. • Teaching Assistants • Specialist teaching assistants • SENDco <p>External Support:</p> <ul style="list-style-type: none"> • Mrs K Parker Educationalist Psychologist • Mrs H Thorburn Behaviour Support • Mr C Garland Behaviour Support • Mr Rob Page Inclusion Practitioner • The Integrated Support Service • Speech and Language • Occupational therapy • Physiotherapy Team • The Integrated Physical and Sensory Service • CAHMS • School Nurse • Specialist Nurse Epilepsy • Early Support • Children’s Centre • Youth and Family Support • Intensive Support Workers • Children Disability Team

<p>Who can else can parents contact for support with SEND?</p>	<ul style="list-style-type: none"> • The East Riding Local Offer at http://eastridinglocaloffer.org.uk provides a comprehensive overview of support and services available to children with SEND • KIDS Mediation: Helps parents and young people resolve disputes about Education, Health and Care (EHC) needs assessments and plans, as well as other SEND related issues. Email: enquiries.yorshire@kids.org.uk • Family Information Services Hub (FISH) – Free impartial service for children, young people, parents/carers and the people who support them; Telephone: (01482) 396469 Email: www.fish.eastriding.gov.uk • SEND Information, Advice and Support (SENDIASS)- offers impartial, confidential information, advice and support for parents and carers of children and young people (aged 0-25) with special educational needs or disabilities and those who support them; Telephone: (01482) 396469 Email: sendiass@eastriding.gov.uk • East Riding Parent/Carer Forum (EYPCF) - works with the East Riding Council and health partners to help improve services for parents and carers of children and young people with special educational needs and disabilities. They consult with parents and carers all across the East Riding about what works well and any issues they may have. Telephone: (01262) 678283 Email: admin@eypcf.co.uk • 0-25 SEND Team The Hub and Specialist Services <ul style="list-style-type: none"> • Telephone: (01482) 394000 • East Riding SEND Team
<p>What support do we have for you as a parent of a child with a SEND?</p>	<ul style="list-style-type: none"> • 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 similar strategies can be used. • The SENCO is available to discuss any concerns during the parent/ carer consultation evenings. • The SENCO 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 with the person involved directly, or where this is not possible, in a report. • Support Plans will be reviewed with your involvement. • Homework will be adjusted as needed to your child’s individual needs. • Mrs L Jones Parent Support Advisor (school based) • Signposting to : <ul style="list-style-type: none"> Families Information Support Service School Nurse Youth and Family Support Children’s Centre Brough Parent Partnership Service Look Ahead
<p>How are the teachers in school helped to work with children a SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The school’s SENCO • Mrs Pidgeon has been a SENCO for 25 years • The school has a TA who has had extensive training in speech and language, nurturing and sensory support programmes • Specialist training in the talk boost programme for pupils with speech and language difficulties • All TA’s working with individual pupils have appropriate training in speech and language • All TA’s working with individual pupils have appropriate training in delivering physiotherapy programmes • There is a specialist leader of social and emotional aspects of learning on the SLT • A member of the SLT is trained to deliver “massage in schools”

	<ul style="list-style-type: none"> • A member of the SLT is trained to support pupils with attachment disorder • Specialist training to manage medical needs as appropriate <p>Teachers have been trained in supporting children with:</p> <ul style="list-style-type: none"> • Autism • Attachment disorders • Sensory processing difficulties • Dyslexia • Downs syndrome • Language delay • Precision teaching • Nurture needs • Speech and language difficulties • Using makaton to communicate
<p>How will the curriculum and teaching be adapted for my child with SEND?</p>	<p>For the majority of children, the National Curriculum can be differentiated to a level to meet their needs in learning within the classroom. For a small number of children, the curriculum (in particular English and Maths) needs to be significantly differentiated, with additional support to help access the learning.</p> <p>We make the following adaptations to ensure all children’s needs are met:</p> <ul style="list-style-type: none"> • Differentiating our curriculum to ensure all children 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. • Teachers are skilled in using visual, auditory and kinaesthetic approaches to respond to different learning styles • Teachers readily adapt their language and questioning to suit the needs of the child. • The school also incorporates trips, visits and visitors to provide the children with real experiences to enrich their learning.
<p>How is Welton Primary School accessible to children with SEND?</p>	<ul style="list-style-type: none"> • <i>The building is accessible and there is disabled and wheelchair access.</i> • <i>The school is on one level with easy access and double doors</i> • <i>There are two disabled toilets.</i> • <i>We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.</i> • <i>Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Education Authority SEND services.</i> • <i>Before and after school provision is accessible to all children including those with SEND.</i> • <i>All children, including children with SEND, can be, have been and are currently members of the school council.</i> • <i>Extra- curricular activities are accessible for children with SEND.</i> • <i>Residential trips and daily school trips are accessible for children with SEND.</i>
<p>How will we support your child when they are leaving this school? Or moving on to another class?</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p><i>If your child is moving child to another school:</i></p> <ul style="list-style-type: none"> • <i>We will contact the school SENCO and ensure she knows about any special arrangements or support that need to be made for your child.</i> • <i>We will make sure that all records about your child are passed on as soon as possible.</i> <p><i>When moving classes in school:</i></p> <ul style="list-style-type: none"> • <i>Information will be passed on to the new class teacher during our whole school transition meetings and in planning meetings which take place between the old teacher and the new teacher.</i> • <i>Children will meet their new teacher and spend time with them, transition visits and activities</i>

	<p><i>will take place in order to build up relationships before the move.</i></p> <ul style="list-style-type: none"> • <i>If your child would be helped by a transition book and / or social stories to support them understand moving on then it will be made for them.</i>
<p><i>What Emotional and social Development support do we have for a child?</i></p>	<p>What Emotional and social Development support do we have for a child? The Emotional Health and Well being of all our pupils is very important to us.</p> <ul style="list-style-type: none"> • Every child is treated as an individual and pastoral arrangements can be made discreetly as required. • We value the importance of relaxation and mindfulness for all, by incorporating Relax Kids activities in classes throughout school e.g. guided visualisations, breathing exercises and body relaxation and positive self-talk. • We have a teaching assistant who is ELSA (Emotional Literacy Support Assistant) trained as well as being a Parental Support Advisor (PSA). She works with individual children on activities tailored to suit their emotional needs and provides support to parents. • The school also uses a variety of social skills programmes depending of the needs and age of children. • We use a range of different relaxation programmes for pupils who are particularly struggling with anxiety. • A range of equipment is provided at lunch and play times to facilitate social interaction. • For some children with an EHC plan, play time and lunch time teaching assistant support is used to support social interaction. • If a child is exhibiting challenging behaviour we will seek to identify the causes and look to adapt the environment, learning and other possible contributing factors to alleviate some of the behaviour.. • Where relevant we will work with parents to identify needs of the family as a whole. This may involve completing an Early Help Assessment for Families. This enables a holistic view to be sought and relevant referrals made to other agencies which may be able to support a child as well as a family. This may lead to a TAF (Team Around the Family) meeting which draws together all of the involved agencies to enable a coordinated approach. • For children with medical needs, a Health Care plans will be in place. • We have a robust Safeguarding Policy in place and we follow National guidelines • The Head teacher, Deputy Head teacher and all staff continually monitor the Emotional Health and Well being of all our pupils. • We follow the JIGSAW programme to increase social emotional skills and resilience • Social groups and friendship groups are available • Story Massage is used for specific children • A Lego programmes “build to express” and “Lego Therapy” is available for pupils <p><u>The Sensory Room</u> The room is suitable for individuals and small groups and can be used for specialist work and more generic curriculum work Sensory Rooms are a quiet, calm space where pupils can focus intently on following instructions, responding to a curriculum stimulus or carrying out an intensive piece of work without distractions, as well as engaging in specific relaxation activities.</p>