

Welton Primary School SEN Information Report September 2015.



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.

<p>The SEN Information Report</p>	<p>Our setting:</p>
<p><i>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?</i></p>	<p><i>The Class teacher</i> <i>Responsible for:</i></p> <ul style="list-style-type: none"> • <i>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.</i> • <i>Writing individual Support Plans and sharing and reviewing these with parents at least once every term and planning for the next term.</i> <p><i>The SENCO- Mrs N Pidgeon</i> <i>Responsible for:</i></p> <ul style="list-style-type: none"> • <i>Developing and reviewing the school's SEND policy</i> • <i>Coordinating all the support for children with special educational needs or disabilities (SEND)</i> • <i>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.</i> • <i>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.</i> • <i>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.</i> • <i>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.</i> <p><i>The Head teacher – Mrs N Pidgeon</i> <i>Responsible for:</i></p> <ul style="list-style-type: none"> • <i>The day to day management of all aspects of the school, this includes the support for children with SEND.</i> • <i>The Head teacher will make sure that the Governing Body is kept up to date about issues relating to SEND.</i> <p><i>The SEND Governor – Mrs S Broughton</i> <i>Responsible for:</i></p> <ul style="list-style-type: none"> • <i>Making sure that the necessary support is given for any child who attends the school, who has SEND.</i> <p><i>School contact telephone number 01482 667222</i> <i>School email address office@weltonprimaryschool.com</i></p>
<p><i>What are the different types of support available for children with SEND in our school?</i></p>	<p><i>Class teacher input via excellent targeted classroom teaching (Quality First Teaching).</i> <i>For your child this would mean:</i></p> <ul style="list-style-type: none"> • <i>That the teacher has the highest possible expectations for your child and all</i>

	<p><i>pupils in their class.</i></p> <ul style="list-style-type: none"> • <i>That all teaching is built on what your child already knows, can do and can understand.</i> • <i>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.</i> • <i>Specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.</i> <ol style="list-style-type: none"> <i>a. In class support for groups and individuals when appropriate.</i> <i>b. Group interventions usually led by a teacher or experienced / well trained teaching assistant</i> <i>c. One to one programs of work to address literacy needs or mathematic difficulties</i> <i>d. One to one speech and language interventions (overseen by the Speech & language Therapy service)</i> <i>e. One to one / small group interventions to address social, emotional and behavioural needs</i> <i>f. One to one programmes of physiotherapy</i> <i>g. Breakfast club</i> <i>h. After school support groups</i> <p><i>SEN Code of Practice 2014: School Support (SS)</i></p> <ul style="list-style-type: none"> • <i>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:</i> • <i>Local Education Authority central services such as the Inclusion Practitioner or the Sensory Service (for students with a hearing or visual need)</i> • <i>Outside agencies such as the Education Psychology Service (EPS).</i> • <i>Specialist groups run by outside agencies e.g. Speech and Language Therapy</i>
<p><i>How can I let the school know I am concerned about my child's progress in school?</i></p>	<ul style="list-style-type: none"> • <i>If you have concerns about your child's progress you should speak to your child's class teacher initially.</i> • <i>If you continue to be concerned that your child is not making progress, you can speak to the Special Education Needs Coordinator (SENCO).</i> • <i>The school SEND Governor can also be contacted for support.</i>
<p><i>How will the school let me know if they have any concerns about my child's learning in school?</i></p>	<p><i>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:</i></p> <ul style="list-style-type: none"> • <i>Listen to any concerns you may have.</i> • <i>Plan any additional support your child may need.</i> • <i>Discuss with you any referrals to outside professionals to support your child's learning.</i>

<p><i>How is extra support allocated to children?</i></p>	<ul style="list-style-type: none"> • <i>The school budget, received from East Riding of Yorkshire LEA, includes money for supporting children with SEND.</i> • <i>The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the SENCO, the school governors, on the basis of needs in the school.</i> <i>The Head Teacher and the SENCO discuss all the information they have about SEND in the school including:</i> • <i>The children getting extra support already</i> • <i>The children needing extra support</i> • <i>The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.</i>
<p><i>Who are the other people providing services to children with SEND in this school?</i></p>	<p><i>School provision:</i></p> <ul style="list-style-type: none"> • <i>All class teachers are responsible for teaching children with SEND.</i> <p><i>Teaching Assistants</i> <i>SENco</i></p> <p><i>External Support:</i></p> <ul style="list-style-type: none"> • Mrs Anny Bibby Psychologist • Mrs Claire Monteith Behaviour Support • Mr Rob Page Inclusion Practitioner • The Integrated Support Service • Cathy Woolard Speech and Language • Claire King Occupational therapy • Lisa Adcock Physiotherapy • 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><i>How are the teachers in school helped to work with children a SEND and what training do they have?</i></p>	<ul style="list-style-type: none"> • Mrs Pidgeon has been a SENCO for 25 years • The school has two specialist TA's who have 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 nurturing • All TA's working with individual pupils have appropriate training

	<p>in delivering physiotherapy programmes</p> <ul style="list-style-type: none"> • 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” • A member of the SLT is trained to support pupils with attachment disorder • The Head teacher is a qualified numicon intervention trainer • Specialist training to manage medical needs as appropriate
<p><i>How will the teaching be adapted for my child with SEND?</i></p>	<ul style="list-style-type: none"> • <i>Children with SEN are inclusively educated within an age appropriate classroom with their peers whenever possible.</i> • <i>Teaching and resources are differentiated within the classroom to ensure children are able to achieve their objectives.</i> • <i>The National Curriculum is followed and modified to meet the needs of the child when necessary.</i> • <i>Classroom and table-top displays help support and promote children’s independence.</i> • <i>If additional support is identified as necessary, children take part in planned, evidence-based intervention which is provided at a time to suit the needs of the child.</i> • <i>Support is personalised and targeted and may be delivered in a whole class situation, in small groups or on a 1:1 basis.</i> • <i>Adults, working with a child with SEN, communicate regularly to the class teacher to ensure a consistent approach to teaching and learning.</i>
<p><i>How will we measure the progress of your child in school?</i></p>	<p><i>Your child’s progress is continually monitored by his/her class teacher.</i></p> <ul style="list-style-type: none"> • <i>His/her progress is reviewed formally every term in reading, writing and numeracy.</i> • <i>Individualised assessment of children may be undertaken including: observation, assessments and diagnostic assessment.</i> • <i>Constant monitoring and review of progress during interventions and through differentiated class-based activities.</i> • <i>Pupil Progress Meetings are held half-termly and pupils with SEND are tracked with PIVATS</i> • <i>At the end of each key stage (i.e. at the end of Year 2) 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.</i> • <i>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.</i> • <i>The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.</i> • <i>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.</i>

<p><i>What support do we have for you as a parent of a child with a SEND?</i></p>	<ul style="list-style-type: none"> • <i>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.</i> • <i>The SENCO is available to discuss any concerns during the parent/ carer consultation evenings.</i> • <i>The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.</i> • <i>All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.</i> • <i>Support Plans will be reviewed with your involvement.</i> • <i>Homework will be adjusted as needed to your child's individual needs.</i> • <i>A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.</i> • <i>Mrs Lynn Watson Parent Support Advisor (school based)</i> • <i>Signposting to :</i> <ul style="list-style-type: none"> <i>Families Information Support Service</i> <i>School Nurse</i> <i>Youth and Family Support</i> <i>Children's Centre Brough</i> <i>Parent Partnership Service</i> <i>Look Ahead</i>
<p><i>How is Welton Primary School accessible to children with SEND?</i></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><i>How will we support your child when they are leaving this school? Or moving on to another class?</i></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 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</i>

	<p><i>visits and activities 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 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"> • 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 SEAL (Social and Emotional Aspects of Learning) programme in school. • Social groups and friendship groups are available • Massage in Schools is a daily activity in all classes • Story Massage is used for specific children • A lego programme “build to express” 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. We also have a regular slot for one of the local day care nurseries, who use it for a specific programme of 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 distraction.</p> <p><u>The Den</u> This space is available for pupils who will benefit from a nurturing approach to aspects of the curriculum. There are three areas: a kitchen, a study area and a relaxation and play area. The Den is also available for pupils who benefit from eating their lunch in a small group with the opportunity to talk to adults and older pupils</p> <p><u>Breakfast Club</u> The breakfast club is to ensure pupils have a positive start to the day with time to relax and share their news as well as engage in specific relaxation activities</p> <p>Lunchtime Club</p> <ul style="list-style-type: none"> • Support area play ground