

SEN Information Report

Great Wilbraham Primary School



Approved by: Richard Brown

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1. SEN information report

1.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and 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

1.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil'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:

- 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.

We regularly observe and assess all children with formal assessments made each term. During our data analysis children who are not progressing satisfactorily are identified and offered appropriate interventions and support to help them reach their targets. This does not automatically mean that a child has SEN but that our school is committed to offering support to raise the achievements of all children. Sometimes, children fall behind because of personal reasons such as low attendance.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the

views and the wishes of the pupil and their parents. 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.

1.3 Consulting and involving pupils and parents

The child is the most important person in the process of identification and supporting in SEN. Targets created for the child are shared with them so that they have ownership. Any learner with SEN is given an opportunity to share the strategies and resources that work for them, outlining these on a One Page Profile if necessary.

Staff and parents work together to support children with SEN, in the identification process and in the application of new provision. We believe that parents should be involved at all stages of the education planning process and that home-school communication is vital in ensuring a child's needs are met.

Using an Individualised learning Plan (ILP), short term targets will be set for children with SEN that will be shared with parents on a regular basis. Working towards the targets at home and school helps to reinforce the concept therefore helping your child to develop their skills more quickly.

We will formally notify parents when it is decided that a pupil will receive SEN support.

1.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. At GWPS, this is known as the ILP.

The class teacher will work with the SENCO 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.

Parents will be invited to a termly ILP review meeting to be part of the review process.

1.5 Supporting pupils moving between phases and preparing for adulthood

Good links with our feeder nurseries ensures a smooth transition for those children joining us for their Nursery or Reception year. We also have our own nursery from which the majority of children in Reception attend. Our mutually agreed statement of School Readiness - a document produced with a number of schools in the area including our feeder nursery and secondary school - outlines our expectations for each year group and is based upon the National Curriculum (2014).

Throughout their time at GWPS, pupils are offered excellent teaching, a nurturing environment and access to a wide range of resources and services to support their needs. Transition afternoons for all pupils are organised in the summer term to help them have 'readiness' for the next year group. Teachers and support staff offer additional sessions for those children who need further transition work. This includes children who have SEN but also those who display increased anxieties during periods of change.

Secondary transition starts after the allocation of places. The Year 7 leader and SENCo visit GWPS to meet with the teacher and the child. For those children with SEN, an extra programme of visits is established with the option of attending a summer school. The GWPS SENCo meets with the transition team from the secondary school to discuss those with additional needs.

A pupil passport may be created by the individual with SEN so that secondary school staff can be made instantly aware of pupil voice and the strategies/interests that work for that child.

GWPS feeds into Bottisham Village College. The SENCo is currently Karen Fullbrooke (telephone number is 01223 340332). The webpage for further information on their learning support programme can be found at: <https://bottishamvc.org/parents-2/send-inclusion/>

1.6 Our approach to teaching pupils with SEN

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 SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Sensory Circuits
- Daily 1:1 reading
- ERT (Extended Rehearsal Technique)
- Lego Club
- Reading and comprehension
- Social and pastoral groups

For those with more specific needs the following table outline the current support that we can offer and the structure in which it is referred to.

Support Structure

Wave 1	Quality First Teaching	<ul style="list-style-type: none"> - The Class Teacher has the highest possible expectations for each child, using their assessments to build on the children's successes. - Additional support is given in class for individuals that then benefit all students-for example coloured background on whiteboards to help with reading. - Additional class based support may take the form of group work with the Teacher or Teaching Assistant, the use of additional resources such as pencil grips or the use of targeted activities.
Wave 2	Intervention or Booster	<ul style="list-style-type: none"> - Gaps in understanding/learning will be addressed by booster sessions, designed as one-off or short term sessions. - An intervention programme may be used to support children. Interventions are generally run in the short-term and are monitored to ensure they are successful. If a child is not making progress in an intervention an alternative approach will be found.
Wave 3	Individualised Support	If there continues to be concerns a referral may be made to engage more specialist support. Other agencies may provide more specific interventions or Individualised programmes.
Education, Health and Care Plan		GWPS can request a statutory assessment of a child's needs. The Local Authority will make a decision about the needs of the child and make appropriate recommendations. If it is deemed necessary an EHC Plan will be produced outlining the support needed for the child.

Roles and Responsibilities

Class Teacher	<p>The Class Teacher:</p> <ul style="list-style-type: none"> - Provides quality teaching and learning opportunities. - Differentiates equipment and support to meet the needs of each child. - Differentiates the curriculum to meet the needs of each child. - Assesses the progress of each child. - Identifies and provides any in-class additional support required. - Sets appropriate targets to move each child's learning on. - Ensures the School's SEN/D Policy is followed in their classroom. - Monitors the delivery and progress of interventions. - Forms part of the professionals monitoring and delivering Education, Health and Care plans as well as school based educational plans. - Shares information with the SENCo supporting the identification and support of children with SEN/D. - Liaises with families to ensure they are involved in the child's learning. - Ensure QFT is being delivered so all children can be supported.
Teaching Assistants	<p>The Teaching Assistant:</p> <ul style="list-style-type: none"> - Supports the delivery of quality teaching and learning opportunities. - Works with the Class Teacher to assess the progress of the child, helping to identify and provide any in-class additional support required. - Delivers interventions (Wave 2 and 3), taking assessments at key points to measure progress. - Liaises with the Class Teacher and SENCo on the effectiveness of interventions.
Special Educational Needs Coordinator (SENCo)	<p>The SENCo:</p> <ul style="list-style-type: none"> - Coordinates the support for children with SEN/D across the School. - Develops and maintains the SEN/D Policy, School Offer and Report. - Liaises with parents and families to ensure they are kept informed about the support their child receives, the progress they are making and the process of planning for their needs in response to this. - Liaises with other external agencies such as the Speech and Language Therapist or Educational Psychologist. - Updates the school's SEN/D records and keeps records of progress and needs. - Chairs Annual Review meetings, collating assessment records from multiple agencies and sharing information as appropriate.
Head Teacher	<p>The Head Teacher:</p> <ul style="list-style-type: none"> - Monitors the progress and attainment of each child. - Liaises with the SENCo about the support in place for individuals and its effectiveness.

1.7 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.
- Differentiating equipment and support to meet the needs of each child.
- 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.

1.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as sensory circuits, emotional support and ERT.

Teaching assistants will support pupils on a 1:1 basis when it is felt that this is the best approach for the children and right for the intervention or activity.

Teaching assistants will support pupils in small groups when the intervention is best delivered in this manner.

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

- SEND Services 0-23
- Visual Impairment Service
- Hearing Impairment Service
- Educational Psychology Service

Under the current COVID 19 guidance, most external professional support is being offered virtually or through phone conferencing

1.9 Expertise and training of staff

They are allocated 2 hours a week to manage SEN provision.

We have a team of five teaching assistants who are trained to deliver SEN provision.

In the last academic year, the SENCo has completed Tier 2 Dyslexia training, Sensory Processing training and kept up to date with current development through the virtual training provided by the LA. Teaching and support staff have updated their training in ASD and ADHD awareness, dyslexia and emotional support.

We use specialist staff for ERT

1.10 Securing equipment and facilities

The SENCo and head teacher discuss resources that might be needed and plan the spending for the coming year. Long term projects are discussed by SLT and are built into the long term plans for the school.

For individual children with an Education, Health and Care Plan, (EHCP), we look at the provision in the plan and meet the needs through the careful use of funding. If an ICT assessment is required, then this will be requested as part of the annual review of the EHCP.

1.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after ten weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

1.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All children are entitled to be included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice from outside agencies where relevant. We work alongside parents and providers to make reasonable adjustments to ensure all children are able to access facilities and activities available.

Under the current COVID19 guidance, residential trips are not allowed. Any visits or activity days will be carefully planned for to be safe at this time whilst allowing all children to participate.

1.13 Support for improving emotional and social development

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

- All pupils follow the Cambridgeshire PSHE curriculum.
- Programmes of support are developed for individual children to enable them to develop their emotional understanding and regulation.
- The school has an ELSA (Emotional Learning Support Assistant)
- We have a zero tolerance approach to bullying.

1.14 Working with other agencies

We work with other professional bodies when we know that we need further guidance and support to meet a child's needs.

The local authority offers provision through the following organisations:

- Visual Impairment Service
- Hearing Impairment Service
- District Early Help e.g. Family Workers
- SEND Information, Advice and Support Service (SENDIASS)
- Educational Psychology Service
- Early Intervention Family Worker

School can also access Health provision through:

- School Nurse
- Community Paediatrician
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental health
- SALT (Speech and Language Therapy)

All of these professional require a referral form which will be completed by school and parents together.

1.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo, Katie Luddy, via the school office.

Should you feel that an issue is ongoing please contact the Chair of Governors at chair@greatwilbraham.cambs.sch.uk making reference to our complaints policy and its procedures which are on the school website.

Chapter 11 of the new Code of Practice offers further advice for parents and schools in dealing with SEN-related disagreements.

Further information can be found on the school website and in associated policies. We have an open door approach and would recommend that you contact us with any queries, however small.

1.16 Contact details of support services for parents of pupils with SEN

- The school SENCo is Miss Katie Luddy; she can be contacted through the school office.
- The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) can be reached via <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiaass>
- Mental Health and Emotional Support is available through CHUMS; their website is <http://chums.uk.com/cambs-pborough-services/>

1.17 Contact details for raising concerns

Your child's class teacher is always your first point of contact. You can make contact via email or through the school office:

admin@greatwilbraham.cambs.sch.uk

The SENCo and head teacher are also available to discuss concerns. Please make contact through the school office.

1.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

2. Monitoring arrangements

This Information Report will be reviewed by Katie Luddy **every year**. It will also be updated if any changes to the information are made during the year.

3. Links with other policies and documents

This Report links to our policies on:

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