

Wombridge Primary SEND Report 2014/2015

What kinds of special educational needs are provided for at Wombridge Primary School?

Wombridge Primary School is a maintained school for children aged 4 -11 years . At Wombridge, we operate a policy of full inclusion, recognising that all children are entitled to equal access to the curriculum.

We recognise that some children may have needs which require additional support and intervention.

Special educational needs and provision can be considered as falling under four broad areas:

Communication and interaction - This includes children who have speech, language and communication needs which result in them having difficulty communicating with others, as well as children who have an Autistic Spectrum Condition and are likely to have difficulties with social interaction.

Cognition and learning - This includes children whose learning difficulty could result in them learning at a slower pace than their peers. For example, children who have moderate learning difficulties (MLD) and children who have a specific learning difficulty (SpLD) such as Dyslexia or Developmental Coordination Disorder. These children may need support in some areas of the curriculum.

Social, mental and emotional health - This includes challenging behaviours, becoming withdrawn, issues with eating, anxiety and low self-esteem along with children who have attachment disorder or ADHD and we work with CAMHS and other appropriate agencies to support them.

Sensory and/or physical - This includes pupils who require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities provided, such as a Hearing Impairment (HI) or a physical disability (PD) or significant health problem requiring ongoing support.

We use our best endeavours to ensure that necessary provision is made for any individual who has special educational needs (SEN), in co-operation with our local authority. We make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with their peers. We constantly strive to improve the accessibility of our school and curriculum.

How does the school know if children need extra help?

We believe that all children are entitled to an education that enables them to:

- LEAD - Leading the way to life
- Achieve to their best
- Become confident individuals living fulfilling lives; and
- Make a successful transition to adulthood.

At Wombridge, great care is taken to identify as early as possible and support children who have a significantly greater difficulty in learning than the majority of others the same

age, or who have a disability which prevents them from making use of educational facilities.

Each pupil's current skills and levels of attainment are assessed on entry, including liaison with their previous school. Regular assessments of progress are made and where pupils are falling behind or making inadequate progress, they are given extra support. Meetings between class teachers, Head Teacher and SENco take place at least each term.

Where pupils are identified as continuing to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the teacher and SENco work together, with parents/carers, to assess whether the child has a significant learning difficulty. Where this is the case, agreement is reached about the SEN support that is required.

Identification includes the use of high quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.

Children identified as having a special educational need will be placed on the SEN register as a K (This replaces the previous school action and school action plus). A provision map will be written. This shows in detail targets to be worked on, the additional support to be provided and when and how this will be delivered. These are reviewed at least once a term, with specific interventions being reviewed every 6-8 weeks by the class teacher and SENco.

If progress has been made then the child will be reviewed and a decision made as to whether that child needs continued support and what that support will be. If, over several terms, progress has not been made or is significantly slower than would be expected then other specialists will be invited into school to carry out assessments and give advice. Parental consent will be sought and if possible then parents can meet with the specialists involved. Parents will receive a copy of the report and actions and advice will be talked through, alongside next steps.

If serious issues and concerns remain then an EHCP (Education, Health and Care Plan) may be applied for. (This replaces the Statement of Special Educational Needs). All Statements of Special Educational Need, will remain as statements until a transition review has taken place to review if an Education, Health and Care Plan is necessary. These reviews take place over a period of time and are undertaken and managed by Telford and Wrekin with all those involved with the pupil.

What should I do if I think my child may have special educational needs? How will I raise concerns, if I need to?

If you think that your child may have special educational needs, or if you have concerns about any aspect of their provision and/or progress, please talk to us. In the first instance, talk to your child's teacher.
You may also contact the SENco, Mrs M Hutton.

What are the arrangements for consulting parents of children/young people at Wombridge Primary School and involving them in the education of their child?

At Wombridge Primary School - parents are fully included in the process of working with their children.

This includes:

- Initial visits to school
- Meet and greet daily by class teachers (8:50am)
- Introductory meetings
- Transition meetings
- Daily information exchanges where necessary (8:50am and 3:15pm)
- Class website pages
- Class blogs.
- Parent evenings
- Arranged class teacher/parent meetings with SENco

How will my child be able to contribute their views?

The involvement of children in their own education is very important to us. We believe that children have a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion taken into account in matters relating to them.

All children and young people in our school are treated with dignity and respect. All pupils are involved in reviewing their provision maps and discussing new provision.

The School Council is active across the school and contributes to and decides on aspects of school life relating to their needs.

The assessment and annual review process of statements of SEN and EHC Plans includes the choices and views of pupils/student.

The CAF/TAC process takes account of the pupils feelings and emotions.

Professionals invited in to work with pupils always elicit the views of the pupil.

How are the school's resources allocated and matched to the children's SEN needs?

Where Special Educational Needs are identified, we put in place appropriate evidence-based interventions. The approach is graduated, with regular review of the progress made and adaptations to the support provided as required.

In planning support, we always start with what we want the child to achieve in their learning. This is tracked and reviewed, at least termly.

Resources are allocated on a needs basis, with the children who have the greatest need being allocated the most support.

How are the governors involved and what are their responsibilities?

The SENco reports regularly to the governors on all matters relating to SEN at Wombridge through termly meetings and reports given at Full Governing Body meetings.

This report does not refer to individual children and confidentiality is maintained at all times.

One of the governors is responsible for SEN and reports back to the full governing body.

Priorities are agreed for spending within the SEN budget and their overall aim is to ensure that all children receive the support they need in order to make good progress.

What training do staff supporting Special Educational Needs and/ or Disabilities have?

All staff receive regular training. Training for staff relates to the needs of the school and pupils and is done both in school and through external course providers. This includes, but is not limited to: learning difficulties, speech therapy techniques, gross and fine motor skills techniques, autistic spectrum disorders, attention deficit and hyperactivity difficulties, motor skills, and interventions in reading, phonics, writing and maths.

What specialist services and expertise are available at or accessed by the school?

Collaboration between education, health and social care services is important to us. These include, but are not limited to, Learning Support Advisory Teachers, the school nurse, educational psychology, speech and language therapy, other therapies such as physiotherapy and occupational therapy, services relating to physical and mental health, Specialist Teacher Advisers, including hearing and vision impairment and physical disability.

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

At Wombridge Primary School, children have a wide range of extra-curricular activities to enjoy. Some clubs are run by school staff, some by external professionals, all with appropriate qualifications and CRB clearance.

All children, regardless of their level of ability, are encouraged to take advantage of these activities. Every effort will be made to reduce barriers to participation.

Pupils also have the opportunity to attend a wide range of enrichment activities both on and off the school site.

Where necessary, risk assessments will be undertaken and reasonable adjustments made to enable inclusion regardless of need or disability.

School trips, including residential, are a regular feature at Wombridge Primary School. These experiences are hugely enriching both from a learning and social aspect. All children are encouraged to participate. A risk assessment would be carefully considered and shared with parents/carers well in advance of the trip to ensure all children can be confidently and safely included regardless of their level of SEND. It may be necessary to make some reasonable adjustments to the trip's events and activities to enable as much participation as possible. This would be discussed with parents/carers prior to the trip.

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing them to be secondary ready?

All transitions are well planned for through-out school as children move from class to class. Reception parents/carers always have the opportunity to meet the new teachers at transition meetings and transition afternoons. The Early Years teaching staff will meet with staff from the local nurseries to ensure any concerns or strategies are passed through to our setting.

The move between year groups is supported by a transition afternoon where pupils move to their new classes.

The transition to secondary school is supported by visits from staff from the secondary school to meet the pupils and also to discuss them with staff.
Additional transition days/sessions are arranged for pupils where we consider this will aid transition. Any opportunity is also taken up to facilitate extra visits to secondary school.

For more information on our school SEND Offer please see our SEND policy. For more information on the SEND Local Offer please see the telford.gov.uk website.