



SEN Information Report

December 2018

Wray with Botton Endowed Primary School

SEN Information Report

(In line with the SEND Code of Practice p106 Section 6.79)

Address: School Lane, Wray, LA2 8QE

Telephone: 015242 21337

Website address: www.wrayendowed-school.co.uk

Age range of pupils: 4-11

Head Teacher: Anne Phillips

SENCo: Claire Hargreaves

Please address any enquiries to: head@wraybotton.lancs.sch.uk

The kinds of SEND we provided for.

WRAY IS A MAINSTREAM PRIMARY SCHOOL WITH AN INCLUSIVE ETHOS.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At Wray Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent or medical professional
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance or there are perceived barriers to learning
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: DEST (Dyslexia Early Screening Test), Power of 2 (dyscalculia), IDL (dyslexia)
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Authority in partnership with the school's Governing Body, as the Admissions Authority.
- Our current provision includes the support of children with Autistic Spectrum Disorder (ASD), Social, Emotional and Behavioural Difficulties, Hearing Impairment (HI), Learning Needs (including Dyslexia), Moderate Learning Difficulties (MLD), Physical Needs and Speech and Language Difficulties.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

- Children who have SEN Plans discuss their progress and targets when these are reviewed (age appropriate)
- As part of good practice in class teachers continually assess and provide feedback and have discussions about how to further their learning and pupils are actively involved in this process
- If your child has an EHCP, their views will be sought before any review meetings (as is age appropriate)
- Pupils complete a One Page Profile giving them the opportunity to document their learning preferences
- Children contribute to the 'All About Me' profile prior to a request for Statutory Assessment
- SEND children have individual plans that identify strengths and development areas and help them to take ownership of their needs
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Your child may be provided with a home/school diary where parents and school can communicate in 'informal' written form.
- Your child may have a SEN Plan that will have individual targets. This is discussed with you on at half-termly a termly basis and parents are provided with a copy of all paperwork. The conversation will also provide suggestions as to how you can support your child's learning at home.
- All parents are invited to termly parents' evenings
- When the child's SEN Plan is reviewed, comments are made against each target to show what progress the child has made.
- If your child has complex SEND they may have an EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually, in addition to termly targets. All professionals involved with your child will be consulted. Your child's views and your views are important to us and will inform the process.

**How will the curriculum be matched to my child/young person's needs?
How is the decision made about the type and quantity of support my child/young person receives?**

- The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school • All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated
- The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate
- 'Provision Mapping' is used to enable additional support to be provided, assessed and evaluated. Support can be accelerated if the child's needs are not yet met.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, specific software
- The SENDCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets regularly with the SENDCo. A report is presented to the governors annually to keep them all informed with school or LA (Local Authority) information re SEND priorities and developments
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.
- The class teacher will oversee, plan and work with each child with SEND, as with every child, in their class to ensure that appropriate progress is made in every area
- Where barriers or additional needs becomes evident, support, using a graduated approach, is provided and reviewed through 'provision mapping'. This details the specific additional support that the child will receive.
- Our SENCo and Deputy Head oversee the progress of any child identified as having SEND
- There may be Teaching Assistant or teacher working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated during termly learning conversations.
- This support can be 1:1 or small group teaching outside the classroom for short interventions or within the classroom depending on need. It can be delivered by the class teacher, TA, additional teacher or specialist professional(s).
- The class teacher will meet with you formally on at least a termly basis (this could be part of learning conversation meetings or separately), in order to discuss your child's progress and the support that they are receiving
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this

- An appointment can be made with the SENDCo to discuss support in more detail if required. The SENDCo is available on Mondays and Fridays
- SEN plans will be shared with you and your child (age appropriate) and you, and your child, are encouraged to be a core part of that consultation and planning process.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- By reviewing children's half-termly targets in SEN Plans and ensuring that they are being met / reviewed
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- By assessment reviews, e.g: standardised reading and spelling, internal ICT program assessment (eg IDL)
- The effectiveness of provision is monitored and evaluated and reported to Governors in the Annual SEND Report.

How accessible is the school environment?

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

- Our building is divided into two levels and each is accessible for wheelchair users via external doors and an access ramp to the upper floor via the KS2 playground. The approach to the KS2 playground is sloped. Internally there are stairs linking the upper and lower floor.
- There is a spacious disabled accessible toilet with a changing facility on the lower floor.
- There is car parking space on the roadside by the school.
- Displays are accessible and clear.
- Relevant policies and procedures can be found on the school's website (<http://www.wrayendowed-school.co.uk>) and information is sent to parents and carers via a weekly newsletter, emails, text messaging and paper letters home.
- Where staff are aware of parents or carers' additional communication needs, extra time is taken to relay messages face to face and provide as much support as possible.
- We have available technological aids (eg laptop / iPad/ Kindles) for pupils' use. There are interactive whiteboards installed in each classroom.
- All furniture in the school is modern and age/height appropriate for pupils in each class. Resources are stored in such a way that they are accessible for pupils and encourage independence.
- Visual timetabling is used to support learners on the autistic spectrum and visual cues are used to enhance communication with children and parents whose first language is not English.
- Health and Safety notices (including Fire safety notices) are plentiful and there is emergency lighting in the downstairs corridor.
- We can work with external agencies such as the school nurse and occupational therapists to provide specialist equipment and resources where necessary
- If you have specific access queries or concerns, please speak with us

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Your child may be provided with a home/school diary where parents and school can communicate in 'informal' written form.
- Your child may have a SEN Plan that will have individual targets. This is discussed with you on at half-termly a termly basis and parents are provided with a copy of all paperwork. The conversation will also provide suggestions as to how you can support your child's learning at home.
- All parents are invited to termly parents' evenings
- When the child's SEN Plan is reviewed, comments are made against each target to show what progress the child has made.
- If your child has complex SEND they may have an EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually, in addition to termly targets. All professionals involved with your child will be consulted. Your child's views and your views are important to us and will inform the process.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's progress in learning against national expectations and age related expectations on a termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details
- Pupil Progress Meetings are held termly. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- We carry out a Baseline Assessment on all our children upon their entry to YR. Children with language difficulties are re-assessed at key points to enable us to monitor progress
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example DEST and various standardised assessments, such as Single Word Reading/Spelling educational psychologists and speech and language therapists
- The school engages support and advice from external agencies such as educational psychologists and speech and language therapists
- The Headteacher and SENDCo report regularly to the Governing Body. We have a governor (Stephanie Evans) who is responsible for SEND, who meets regularly with the SENDCo and attends briefing sessions They also report back to the Governing Body

What training have the staff supporting children/young people with SEND had or may they have?

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

- All staff have undertaken mandatory Level 1 Safeguarding Training in 2018. The focus was on general child protection as well as the 'Prevent' agenda (CSE / FGM / radicalisation plus online safety plus the Sept 2018 version of 'Keeping Children Safe in Education)
- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way
- Individual members of staff undertake regular training during the year recently including speech and language and Makaton
- Staff are qualified in First Aid and Paediatric First Aid
- Through consultation with parents, we liaise with specialist services that have already identified a child's needs. We also signpost parents to services where we identify a need.
- Our teachers are all highly experienced
- Our SENCo and Headteacher attend training events and local cluster SEND meetings
- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required. Depending on the level of need, ICT equipment can be specifically allocated to be used by children with SEND when appropriate
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists), education psychologists

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- We encourage all new children to visit the school prior to starting
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- For children starting in Reception, the Headteacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other
- A transition form is sent to all pre-schools and other schools prior to children transferring to Wray School. The Teachers will visit all settings where pre-school children attend
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then an EHCP review will be used as a transition

planning meeting to which we will invite staff from both schools. If this involves needs that have not been previously supported, staff training will be prioritised to meet the child's needs

- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.
- When children with SEND leave school we always arrange meetings with the receiving school's SENCO and/or Head of Year etc. A transition plan is agreed and all stakeholders, including the child and parents, are included.

How will my child/young person be included in activities outside the classroom, including school trips?

- In line with our Equality Policy, all children are included in all parts of the school curriculum and we aim for all children to be included on school trips and in sport and music activities. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- The school does operate extended services. Wraparound Care plus a variety of after school clubs are provided during lunchtimes and before / after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging, however our lunchtimes are supervised by teaching staff who know the children well. Each child's needs will be considered on an individual basis

What support will there be for my child/young person's overall well-being?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- The school employs 3 TAs who have exceptional relationships with the children
- Any additional adults working with vulnerable children requiring support during the school day, will work under the direction of the SENDCo or Headteacher

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- Parents need to contact the school if prescribed medication is recommended by

healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown.

- In accordance with Lancashire LA guidelines, medicines are only administered to children when a Care Plan is in place or when the headteacher gives specific permission.
- Medicines are kept in staff areas where they are not accessible to children and children are not normally allowed to self-administer medication.
- Exceptions to this are asthma inhalers; usually children are expected to manage asthma inhalers although a number of children may be assisted by staff members.
- We do currently have several children with Care Plans. Certain children with Care Plans do administer their own medicine and this is detailed in the plan. This is overseen by staff and the necessary medication is kept safely in an appropriate place.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- The vast majority of staff hold first aid qualifications (including paediatric first aid), which are updated regularly.
- The school's Medical Needs Policy is available on the school's website.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has behaviour and exclusion policies available on the school website. If a child has significant behaviour difficulties, an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the LA Attendance team or Children's Services if this becomes a concern.
- The school are also able to support families in making contact with other agencies who can provide appropriate support.

HOW DO WE DEAL WITH BULLYING AND SUPPORT SEN CHILDREN?

- We recognise that children with SEND are more vulnerable to bullying in and out of the school environment
- We also recognise that some SEND children have low levels of resilience and can struggle in challenging situations
- Our school's anti-bullying policy (available on the school's website) states the procedures we take for dealing with bullying
- Parents are always involved when bullying incidents occur and we aim to secure parents as 'a part of the solution' when SEND children have such challenges

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have SEN Plans discuss their progress and targets when these are reviewed (age appropriate) at half-termly meetings
- If your child has an EHCP, their views will be sought before any review meetings (as is age appropriate)
- Children contribute to the 'All About Me' profile prior to a request for Statutory Assessment
- Children complete a One Page Profile which allows them to document how they like to

learn and how they wish to be supported

- SEND children have individual plans that identify strengths and development areas and help them to take ownership of their needs
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

- As a school we track and analyse the children's progress in learning against national expectations and age related expectations on a termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details
- Pupil Progress Meetings are held termly. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- We carry out a Baseline Assessment on all our children upon their entry to YR. Children with language difficulties are re-assessed at key points to enable us to monitor progress
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example DEST and various standardised assessments, such as Single Word Reading/Spelling
- If any of our pupils have Education, Health and Care Plans (EHC) these are managed in accordance with local authority guidelines. There are half-termly review meetings attended by all involved parties.
- There are other children, who are identified on our provision map, but who do not have EHC plans, whose needs are also reviewed and their action plans updated at half-termly reviews and where appropriate external agencies are invited to attend these meetings.
- We review the impact of additional support recording the nature of the intervention, its duration and a measure of progress made
- The Headteacher and SENDCo report regularly to the Governing Body. We have a governor (Stephanie Evans) who is responsible for SEND

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

- Through consultation with parents, we liaise with specialist services that have already identified a child's needs. We also signpost parents to services where we identify a need.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school
- The following are examples of services that may be accessed in school or externally (via other professionals by arrangement):
 - occupational therapy
 - physiotherapy
 - speech and language therapy
 - nurture support
 - mental health services
 - support for the visually impaired
 - support for the hearing impaired
 - school nursing services
 - counselling services
- The school seeks to quickly engage support and advice from external professionals whenever a need is identified. In this case the school SENCo and/or headteacher may decide to open a CAF form.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy, the school's SEND Local Offer and our agreed Medical Needs Policy. The Local Authority's Local Offer is signposted from the school's website
- Further information is available from the SENDCo (Claire Hargreaves), Headteacher (Anne Phillips) or, in exceptional circumstances, the SEN Governor (Stephanie Evans).
- The school has a complaints policy, which is available on the policy page of the school website
- You might also wish to visit the following websites: Parent Partnership Service: <http://www.lancashire.gov.uk/children-educationfamilies/special-educational-needs-and-disabilities/help-for-parents-and-carers/parentpartnership-service.aspx>
IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk

Where can I find information on where the local authority's local offer is

published?

Our Local Offer is published on our website: www.wrayendowed-school.co.uk

Lancashire County Councils Local Offer: <http://www.lancashire.gov.uk/send>