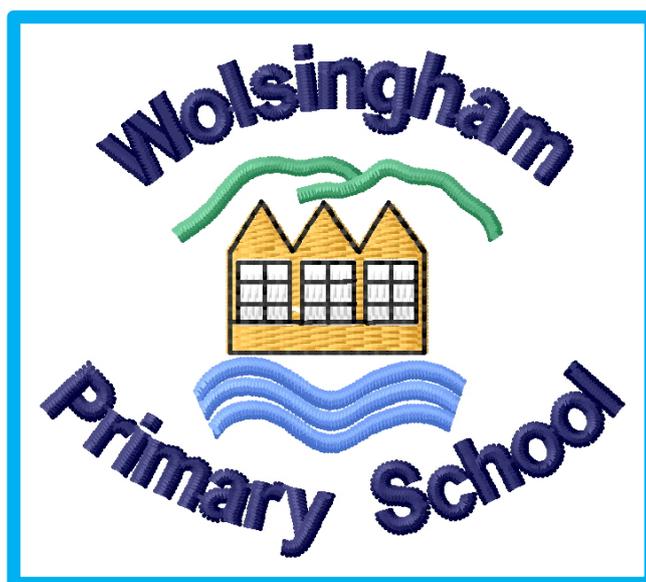


# SEND Information Report

2019-20



Chair of Governors: Mr P Eastwood

SEND Governor: Ms J Huggan

Headteacher: Mrs S Kitching

SENCO: Ms L Stoker

## What is a Local Offer?

From September 2014, Local Authorities (LAs) 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 called the 'Local Offer'.

The intention of the Local Offer is to improve choice for families and it will also be an important resource for parents in understanding the range of services and provision in the local area.

At Wolsingham Primary School, we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice, thereby promoting equality of opportunity and valuing diversity for all children and families.

We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school.

Wolsingham Primary School prides itself on being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented. To successfully match pupil ability to the curriculum, there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.

- Help all pupils achieve to the best of their abilities, despite any difficulties or disabilities they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Helping pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/carers, pupils and external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional).
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

This guide aims to detail our 'Local Offer' to children and families who have an interest in or need additional SEND provision. If you require any additional information, please contact Ms Stoker (SENCO) or Mrs Kitching (Headteacher) and we would be happy to answer any questions you may have.

## **What is SEND?**

Special Educational Needs and/or a Disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEND difficulties should be seen as life-long. SEND is seen by our school as the child requiring provision that is additional to or different from the rest of the class. For example, they may have additional needs due to dyslexia, coordination problems,

understanding of number or sensory/physical needs. Here at Wolsingham Primary School we understand that every child is unique, and a carefully planned approach is needed. We recognise that there are particular groups of pupils whose circumstances require additional consideration by those who work with them, to support their SEN.

### There are now four broad areas of SEND:

- **Communication and Interaction:** this includes children with an Autistic Spectrum Condition and those with Speech, Language and Communication Needs.
- **Cognition and Learning:** this includes any children with Specific Learning Difficulties (e.g. dyslexia or dyscalculia), Moderate learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.
- **Social, Emotional and Health Difficulties:** this includes any pupils who have an emotional, social or mental health need that is affecting their ability to learn.
- **Sensory and/or Physical Difficulties:** this includes children with Hearing Impairment, Visual Impairment, Multi-sensory Impairment and physical difficulties (e.g. Developmental Coordination Disorder).

### Who decides if my child has a SEND?

Often children may join Wolsingham Primary School with parents having a clear understanding of their child's needs and as a school, we see parents as partners in their child's educational journey. Sometimes, however, school staff may initially identify a concern. If this were the case staff would liaise with parents at the earliest opportunity to discuss such concerns and agree 'next steps'. For some concerns, we may discuss the involvement of specialist support, for example, Educational Psychology, Occupational Therapy or the Cognition and Learning Team. It is important to understand that the involvement of professionals does not always seek to 'label' or 'diagnose' children, but to seek advice or strategies to help them reach their full potential.

## There can be two categories of SEND at Wolsingham Primary School:

**A SEN Support Plan:** the school oversee the children and together the school and parents initiate, review, amend and cease support for children whose needs are at a 'SEN Support Plan' level.

**An Education, Health and Care Plan (EHCP):** an EHCP is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHCPs identify educational, health and social needs and set out the additional support required to meet those needs. Children at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents/carers at least annually.

## What involvement can parents have at Wolsingham Primary School?

We value the contribution that parents can make to their child's education and both school and home must work hard at this important aspect of school life. Parents/carers will be invited into school on a termly basis to review SEN Support Plans. If you wish to speak to your child's class teacher in between these termly meetings, please contact the office to make an appointment. Parents of children with EHCPs will be expected to attend an additional meeting known as the child centred 'Annual Review', where the views of the child, parents, school staff and other agencies are considered to set long term targets for the child.

## How do pupils with SEND contribute to provision and planning?

As with everything related to children in school – they have a voice that is listened to. At child-centred reviews (for children with EHCPs), the child is invited to the review and is able to join in the discussion about how their learning is going. They can write their views prior to the meeting to submit their own ideas with the help of our SEND support staff. Children who have SEN Support Plans are also actively encouraged to review their termly targets and have the opportunity to add their targets to the plan as it progresses – as well as completing a 'My Views' sheet with staff members to ensure wishes and feelings are

captured in the children's plans. At Wolsingham Primary School we build effective relationships with our children, which means that we have regular conversations with our children leading to a clear picture of what our children enjoy, what works and what they need.

### **Do children with SEND sit external tests, such as SATs?**

The answer to this question relates to individual children, but most children with SEND do access external tests through putting measures in place to support the child effectively. If your child is able to access the Year 1 Phonics Screening Check, Year 2 SATs or Year 6 SATs, they will be supported appropriately, often with access arrangements (such as extra time, a scribe or enlarged texts). However, if your child is not able to access these assessments, due to very complex needs, they will not be expected to complete them and their achievements and progress will be measured using internal school data. Your child's class teacher will discuss this with you in advance if it is likely to apply to your child.

### **SEND and School Finances**

Each school in Durham receives its school budget in April, and as part of this budget there is a 'notional' SEN amount. As such, schools are responsible for funding the first £6k of support for children with SEN – after which they can request additional 'Top Up Funds' from the Local Authority; generally this is for children with very high needs and often in receipt of an EHCP. In order to access these funds, the school produces a 'Costed Provision Map' – detailing the provision the child is receiving and at what cost to the school. Parents are involved in this process and are invited to review the plans and support timetables with school leaders.

Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan, and during the review meetings to ensure best value is achieved.

More information about SEND finances is available within the Local Authority Local Offer Website, a link to which is on our school website, under 'Local Offer'.

We have a designated SEND Governor who works closely with the SENCO to monitor and evaluate the effectiveness of SEND provision at Wolsingham Primary School.

### **What kind of additional provision and curriculum could we offer?**

The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and understanding for both children and families.

In order to meet this challenge, our school has:

- A model of early intervention for the needs of children with Speech, Language and/or Communication Needs. The needs of the children are assessed by a member of school staff using Speech Link and Language Link. Individual programmes of intervention are delivered to those pupils identified with a speech or language need. If further advice is needed a referral to Speech and Language Therapy (SALT) may be required and then a therapist or technician will come in to school to do additional one to one work with a child.
- A high level of teaching support, to ensure children with additional needs are well supported in all lessons
- A curriculum, tailored to the needs of the child with staffing, differentiation, teaching style, and resources all appropriate to meet the needs of all pupils, including those with SEND.
- A dedicated SENCO fully committed to inclusion and high quality experiences for all children.

Some examples of additional provision, which could be suitable for a child with SEND might include:

- Some individual teaching, following dedicated programmes to address specific needs, e.g. small group focus work to address shared issues, such as fine and gross motor skills groups.

- Additional resources to enable better access to the curriculum, e.g. pencil grips, writing slopes, coloured overlays etc.
- Professional advice taken from Educational Psychology or the Cognition and Learning team.
- Specialist interventions, e.g. Occupational Therapy, or Listening Matters, which are tailored to the unique needs of individual children.
- Skilled and dedicated teaching assistant support within the class, in order for the work to be further differentiated to meet exact/additional needs.

Across our school, we have a variety of children with varying types and levels of need. Below, is an overview of the types and levels of need across our school, as of July 2019.

Main Area of Need	SEN Support plan level	EHCP level	Total
Cognition and Learning	14	0	14
Communication and Interaction	17	0	17
Social, emotional and health	3	0	3
Sensory/physical	4	0	4

### What additional pastoral support can we offer?

In order for children to achieve well, we also focus upon pastoral care. Other than a dedicated SENCo, knowledgeable teaching and support staff we also have:

- Transition: We work closely with Wolsingham School and other local secondary schools, in order to ensure the smoothest transition possible. Transition is also closely supported at each juncture; EYFS to Key Stage 1, Key Stage 1 to Key Stage 2 and moving from year group to year group. If you feel that, you would

like any additional support during a transition phase, please ask a member of staff.

- Close links with External Partnerships; In order to access the best professional advice, we also link with Local Authority and private providers of additional services, such as Occupational Therapy, CAHMS (Child and Adolescent Mental Health Service) School Nursing Service, Social Services and medical professionals. We have meeting spaces available in school and are able to hold multi-professional meetings so that parents are comfortable in the school environment and the child can join us easily, if it is appropriate.

### **How do we support children with SEND and vulnerable groups?**

Children with additional needs, such as SEND or 'Looked After' Children are closely monitored and supported throughout their time at our school. Our SENCO regularly reviews the provision and achievements for our children with SEND to ensure the best outcomes for children and families. Supporting families is a specific part of this role and also the role of all staff at all levels; we see supporting children through supporting families as a vital part of ensuring quality provision. Children who are 'Looked After' by the Local Authority (in care) are monitored and supported by the head teacher. Provision, additional resources and teaching and outcomes are reassessed regularly to ensure that these vulnerable children are both happy and making good progress. The head teacher also liaises with Social Services and attends all 'Looked After Reviews.'

### **How do we evaluate the effectiveness of our provision?**

At Wolsingham Primary we hold regular reviews of children's academic progress and attainment, as well as the outcomes of all targets set on EHC Plans and SEN Support Plans. We also carefully monitor how children achieve socially and emotionally to ensure that the holistic needs of a child are met. The SENCO works with teachers and support staff to monitor the effectiveness of interventions and in-class support and makes any necessary changes.

## **How do we enable children with SEND to engage in activities with children without SEND?**

We do our best to ensure that all children can access all things as best as we can; we do not see SEND as a barrier to accessing the full curriculum. For example, if a child had a physical disability, they can always be incorporated in to a PE lesson with adaptation and effort; we make that effort. We are prepared to seek advice, resources, equipment and training when needed in order to provide quality-learning experiences for our children. Over the last 12 months, our training has featured heavily on autism and speech and language; these are the prevalent aspects of SEND, which we are currently supporting children with.

## **Compliments and complaints**

Should you be happy with the provision your child receives, please let the school staff know. It is nice to know that we are making children and parents happy with the support we provide! If you are unhappy, it is best to speak to Ms Stoker (SENCO) or Mrs Kitching (Head Teacher) and we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure on the school's website should you feel you require it.

## **Main points of contact:**

Ms Lynsey Stoker – SENCO 01388 527457  
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Mrs Sarah Kitching – Headteacher 01388 527457  
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