

# Wilden VA Primary School

## SEN Information Report 2019-20

### Introduction

All Bedford Borough Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs.

### What is the Local Offer?

The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. This is the 'Local Offer'.

### The LA Local Offer

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. It can be accessed via <https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

### How will Wilden VA Primary School staff support my child?

Wilden VA Primary School, is an inclusive school and we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs and Disabilities.

We have a broad and balanced curriculum, which is adapted and made accessible for the children's varying needs.

Each child's education will be planned by the class teacher. It will be differentiated according to each child's individual needs. This may include additional general support by the teacher or teaching assistants in the class.

If a child has needs related to more specific areas of learning such as spelling, handwriting, literacy or numeracy skills, then they may be placed in a small group where specific interventions are given.

These may be run by outside of the classroom. The interventions will be regularly reviewed to ensure their effectiveness. If you have any queries related to the interventions please speak with the class teacher.

Child progress meetings are held half termly in school. These are meetings where the class teacher discusses the progress of pupils with the Senior Leadership Team or the SENDCo. These meetings may indicate further support for some pupils.

Occasionally pupils may need further assessment of their needs or we may need to seek advice from an outside agency. Agencies that work closely to support children within the school include the Speech and Language Therapist and the Educational Psychologist. They can provide strategies that will help us to support your child within school. A referral will be completed with your support and consent, and forwarded to the most appropriate agency.

Staff access relevant training as part of their professional development to support children's needs.

### **How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the child's progress or behaviour.
- Information is transferred into school by other providers, for example, pre-school nurseries.

If you think your child may have special needs you will need to speak with the class teacher. Our teachers are usually available for brief chats before and after school but to ensure privacy and time an appointment should be made via the School Office.

### **How will the curriculum be matched to my child's needs?**

- 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.
- The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate.
- 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, Numicon.

- 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. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information.
- The governors agree priorities for spending within the 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.

### **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

Class teachers continuously monitor the progress of all children in their class through a range of informal and formal assessments. On a half termly basis Class Teachers meet with the Head Teacher to discuss progress made by all children in the school. Parents with children who are identified as having a Special Educational Need or Disability (SEND) meet with their child's Class Teacher at least twice per academic year to discuss their progress in line with school targets and expectations. The school records and monitors any 1:1 or group intervention on a whole school Provision Map and this is reviewed and updated at least once per term.

- You will be able to discuss your child's progress at termly meetings with their class teacher.
- If you cannot attend a meeting in school with the teacher during the term, they will contact you by telephone to discuss how your child is doing.
- Your child's class teacher will be available to speak to you after school. Please make an appointment.
- Your teacher may ask for additional meetings with you, or may contact you by telephone.
- Appointments can be made to speak to the SENDCo (Special Educational Needs Coordinator) Mrs Byrne by ringing school on 01234 771313.
- If your child has an Educational Health Care Plan (EHCP) you will be invited into school to review the plan at least once a year. Your child may be invited to the meeting too. The meeting will give us the opportunity to set new targets together, and discuss how we can support each other to meet the needs of your child.

### **What support will there be for my child overall wellbeing?**

At Wilden VA Primary School we recognise that some children have additional emotional and social needs that need to be developed and nurtured. Through Personal, Social and Health Education (PSHE) lessons we support children in understanding their own emotions and feelings. Our whole school Values also help children to recognise their own and others' feelings. Throughout the school day there are many opportunities for children to develop their social skills, both during lesson times

and at playtimes. For children with specific emotional and social difficulties a Wilden Support Plan may be required in order to help address specific areas of need. This is written by the class teacher, child and the parent and then shared with the SENDCo.

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

At Wilden we make reasonable adjustments to ensure that ALL children are included in all activities both inside and outside of the classroom.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the very 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.

We work with outside agencies for both staff training and pupil support, including:

- Speech and language therapist
- Early Help
- Educational psychologist
- Behaviour support advisors
- School Family Support Worker
- Play therapists
- Attendance Welfare Officer
- CAMHS

### **What training are the staff supporting children with SEND have had or are having?**

Our SENDCo is due to undertake the National Accreditation and is in the meantime being supported by an experience SENDCo. All school teaching and support staff participate in regular CPD training throughout the school year. As appropriate, the school will involve external agencies, for example Educational Psychologists Speech and Language Therapists to support staff and children on specific occasions.

### **How will my child be included in activities outside this classroom including school trips?**

In the spring term all the children attend weekly swimming sessions and extra staff have been put in place to support pupils with medical and self-care needs. Parents can be invited to attend most trips, and their advice is sought on best ways to support their child on school trips e.g. with feeding, travelling, crossing roads etc. Forest School activities are carefully planned to ensure all activities are inclusive. All of the pupils at Wilden are eligible to sign up for after school clubs.

### **How will the school prepare and support my child to join the school or the next stage of education and life?**

All children joining our Reception Class are offered a home visit from our Early Years team during the term before they start school. Our Early Years team also visit children in their Preschool settings prior to them starting school. We liaise closely with Preschool staff to ensure that there is a smooth transition between the two settings. If your child has an Education and Health Care Plan (EHCP) or a Statement of Educational Needs, parents will be consulted and encouraged to discuss their wishes regarding the next stage of their child's education.

If your child is moving to another school or leaving Year 6 we will ensure

- We send all relevant paperwork to the new school Arrange time to visit their new school and meet their teacher/ teacher assistant
- Additional visits will be arranged for your child if they need extra time in their new school
- Meet with parents/carers discuss and support with the transition Assistant Head/Inclusion Manager, will liaise with the SENDCo/Inclusion Manager from the new/secondary school to pass on additional information about your child
- If you child has more specialised needs, a separate meeting may be arranged with the SENDCo or the Head Teacher, the parents/carers and if appropriate your child

### **How are the school's resources allocated and matched to children's special educational needs?**

Pupil progress meetings form the basis of how the school's resources are allocated to meet the needs of the children, and any allocation is reviewed regularly to assess the impact on the children's progress and wellbeing.

### **How is the decision made about what type and how much support my child will receive?**

Each pupil's needs are examined on an individual basis e.g. through Progress Meetings

Initial support is through specific strategies carried out by the class teachers. We use regular observations, assessments and discussions in relation to the child's needs and match to the resources that we have access to.

Intervention groups have entry and exit criteria based on more than one criteria and are flexible. One pupil may need additional support throughout the year/term/school, other pupils may only need it for a short time.

For pupils with Education Health Care Plans (EHCP), the type of support needed will be detailed on their plan. This is discussed at an annual review meeting with parents and professionals.

For a minority of cases, we may request that an assessment for an EHCP be made by the Local Authority. This is where pupils have received high quality teaching and ongoing additional support

that has been reviewed and monitored and adapted, yet they continue to make less than expected progress.

### **Who should I speak to if I have concerns about the SEND provision my child is receiving at Wilden VA Primary School?**

We encourage parents to speak to the Head Teacher in the first instance if they have a complaint about the school's provision. Please contact her via the School Office on (01234) 771313. Parents can also contact the local SEND Informative Advice & Support Service (SENDIASS) who provide support for parents of children and young people with special educational needs and/or disabilities, through education 0-25 years. The website can be accessed at:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/service.page?id=U6sLFysy6qc&localofferchannel=0>

Or the contact details are:

Jo Maule

Bedford SENDIASS Manager

Telephone

01234 276 267E-mail

sendiass@bedford.gov.uk

### **How are parents involved in the school? How can I be involved?**

Parents are invited to come into the school and read with children, attend workshops, assemblies and parent mornings, PTA events or support school trips.

Our Parent Support Adviser (Donna Gower) organises parent workshops and discussion groups on a range of specific topics which all parents are invited to.

### **Special arrangements in relation to COVID-19.**

Following the closure of schools from the 23<sup>rd</sup> March 2020 Government guidelines stated:

*Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.*

*Those with an EHC plan should be risk-assessed by their school in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.*

In order to ensure that our pupils with EHC plans and all vulnerable children are supported, we have consulted families with regards to whether or not their child needs to attend school. We have ensured that the expectations for work being done at home is understood and that pupils can access

the work being set by school staff. As a school we are undertaking weekly check ins to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met. Work set by class teachers takes in to account the needs of the pupils in their classes and is open-ended in nature to allow pupils to engage with and further their own learning.

Parents of SEND pupils may require our support at this time and the messaging facility on Dojo or swapping teacher's work email address allows for private conversations to be had between staff and parents. The SENCO can be reached at [lbyrne@wildenschool.org.uk](mailto:lbyrne@wildenschool.org.uk).

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation, as the summer term progresses we will begin to send out transition style material that will endeavour to support all our pupils at this transitional time.

Resources that support our pupils' emotional and social development during this unprecedented time are being emailed to all parents as they become available.

External agencies will only become involved if necessary following the usual graduated response process detailed above.

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| Contact Name | Lisa Byrne  |
| Position     | SENDCo  |
| Telephone    | 01234 771313  |
| Email        | <a href="mailto:office@wildenschool.org.uk">office@wildenschool.org.uk</a>  |
| Website      | <a href="http://www.wilden.beds.sch.uk/">http://www.wilden.beds.sch.uk/</a> |