

# Willington Primary School

## SEND Information Report

### Introduction

Willington Primary School is a mainstream, fully inclusive school, where all children are encouraged to achieve their potential and develop as confident and independent learners. In practice this means ensuring that all pupils have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

For children with Special Educational Needs or disabilities (SEND), the school follows the Code of Practice to ensure that individual needs are met to allow children to maximise their potential and to work as independently as possible. This is achieved through the effective deployment of a range of staff, resources and materials, designed to provide high quality provision for all.

The member of staff responsible for Special Educational Needs provision in school is: Mrs Maxine Ursell (SENDCo)

Contact: 01283 702156 or [info@willington.derbyshire.sch.uk](mailto:info@willington.derbyshire.sch.uk) FAO Mrs Ursell

The Headteacher, and member of staff with overall responsibility for safeguarding, is Mrs Anna Gallimore

Contact: 01283 702156 or [headteacher@willington.derbyshire.sch.uk](mailto:headteacher@willington.derbyshire.sch.uk) FAO Mrs Gallimore

### What are the kinds of needs for which provision is made at the school?

Children progress and develop at different rates and at different times during their school career, a child may need additional support to enable them to make appropriate progress. The Code of Practice 2014 defines SEND as

***“...a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:***

- ***Has a significantly greater difficulty in learning than the majority of others of the same age, or***
- ***Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.***

A difficulty or disability may relate to:

- **Communication and interaction:**

Needs in this area might include speech, language and communication needs; difficulties with expressive language i.e. being able to say what they want to; difficulties with receptive language i.e. understanding what others say to them; difficulties understanding the social rules for communication.

Children with Autistic Spectrum Disorders are likely to have particular difficulties which can impact on social communication.

➤ **Cognition and learning**

Children with needs in this area are likely to be learning at a slower pace than their peers, even when work is adapted to their needs. Levels of difficulty may vary and include moderate learning difficulties (MLD) and severe learning difficulties (SLD) where children may need support in most areas of the curriculum. Some children may have a specific learning difficulty (SpLD), which affects specific areas of learning, such as dyslexia or dyspraxia.

➤ **Social, emotional and mental health difficulties**

Children with needs in this area may experience difficulties which manifest themselves in range of different ways such as: becoming withdrawn or isolated or displaying challenging, disruptive or disturbing behaviour. These behaviours may be as a result of underlying mental health difficulties such as anxiety, depression, self-harming or eating disorders.

Children with Attention Deficit Disorder (ADD), Attention Deficit, Hyperactivity Disorder (ADHD) or attachment disorder may have needs relating to this area.

➤ **Sensory or physical conditions**

Children with needs in this area may need special provision as they have a disability that prevents or hinders them from making use of the resources and facilities that are generally available.

Children may have a vision impairment, a hearing impairment, a multi-sensory impairment or a physical disability that requires special support to enable them to access learning.

Willington Primary School provides Special Educational Provision for children with needs in all these areas. Some children may have needs in more than one area.

## **How does the school identify children with SEND?**

The development and progress of all children is continually monitored by class teachers and discussed with the Headteacher and Senior Management Team at regular intervals across the year. If a child's progress or development is a cause for concern, it will be highlighted during this process. At this point the targeted intervention will be put into place while the class teacher, working with the SENDCo, will assess the child to ascertain whether the lack of progress is due to a special educational need. This identification process may involve school intervention and/or outside agencies. If the outcome of this process deems it appropriate, the child's individual needs will be identified and recorded on the SEN list. Parents and children will be notified and involved at every stage of this process.

## **How will the parents of children with SEND be consulted?**

Initially, the class teacher and/or SENDCo will meet with parents to discuss their child's needs. The purpose of this is to consider areas of concern and to plan next steps, (which

may or may not be inclusion on the SEN list). Input from parents and, if appropriate, the child are considered crucial to this process.

If the child is to be placed on the SEND list, an Individual Education Plan (IEP) will be written in consultation with the child's class teacher, the SENDCo, child and parents. The IEP describes the additional, targeted support that will be provided, from both school and parents, in order to improve the child's outcomes.

The IEP will be reviewed termly and parents are always invited to be a part of this review process.

## **What support will be provided for children with SEND?**

Support is provided through three waves of intervention.

Wave 1, 'Quality First Teaching' is provided by the class teacher and achieved by

- the planning of appropriate work and activities, carefully differentiated to ensure that it takes account of the different abilities and learning styles of all the pupils in the class.
- the use of quality marking and feedback to inform pupils of their successes and the next steps for development.
- careful monitoring and assessment of the achievements of all the children in the class and the identification of those who require additional and/or different support to make progress.

Wave 2 consists of Wave 1 plus additional, specially tailored, time-limited provision to accelerate progress and enable children to work at age-related expectations. Examples might be:

- small group interventions
- small group targeted teaching from a teacher
- individual focused tasks
- additional support from support staff

Wave 3 consists of Wave 1 and 2, plus specific targeted interventions for children identified as requiring SEN support in order to close the gap between themselves and their peers. Some features of Wave 3 provision are:

- teaching from a teacher or teaching assistant in a 1:1 situation
- teaching that includes support from a specialist teacher or professional from an outside agency
- teaching that is based on the individual needs of one child
- teaching that is highly structured so that the steps in learning are small and achievable.

## **What expertise is available to support children with SEND?**

### **School Staff**

Through the use of Continuous Professional Development, we aim to ensure that all staff have access to support, training and information to enable them to continually improve

the outcomes for all children, including those with SEND. Training is provided on a needs basis, allowing staff to regularly update their knowledge on issues relevant to their current class populace.

### **Role of staff in supporting children with SEND:**

- **SENDCo:** The role of the SENDCo in school is to ensure that the SEND policy is adhered to, to co-ordinate the provision in place to support pupils with SEND and to support teachers in their planning and delivery of this support.
- **Class Teacher:** The role of the class teacher is to plan Quality First Teaching (as detailed above), to ensure that the specific needs of all the children in their class are met. In addition, they should monitor and assess the effectiveness of lessons and any additional support to ensure that all children achieve the best outcomes.
- **Support Staff:** The role of support staff is to support the teacher in ensuring that all children have access to Quality First Teaching. How this is achieved depends on the needs of the children within the class in which they work but may include leading small group interventions or working 1:1 with individual children, as well as helping to prepare resources and adapt materials. Our teaching assistants have a range of expertise in a variety of specialised areas including ASD, dyslexia, speech and language etc.

### **External Services**

Sometimes, in order to ensure that children with SEND are making progress towards closing the gap with their peers, schools will, in consultation with parents and pupils, engage with skilled professionals from relevant external services. These professionals can offer more targeted support and access to a wider range of resources. Support may come from one or more of the following:

- Educational Psychology
- Support Service for Special Educational Needs (SSSEN)
- Autism Outreach
- Support Service for visual impairment
- Support Service for physical impairment
- Support Service for hearing impairment
- Multi-Agency Team (MAT)
- Parent Partnership
- Speech and Language Therapy (SALT)
- Behaviour Support Service
- Community Paediatrician
- School Nurse Team
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services (CAHMS)

## **What are the stages of SEND support?**

Once a child has been added to the SEND list, he or she is classed as receiving 'SEND support'. Individual targets will be identified for them and these will be recorded on an IEP. At this stage, strategies and interventions for support at Wave 2 and/or 3 will be identified on the IEP and put into place.

IEP's are reviewed on a termly basis in consultation with the SENDCo, Class teacher, parents and, where appropriate the child. This review will involve evaluation of the current targets and provision and agreement of new ones. Sometimes, it may be agreed that in order to make progress, additional advice, assessment or support may be sought from one or more of the external agencies listed above.

If a review illustrates that a child is making sufficient progress and no longer requires additional support, it will be discussed and agreed with parents to remove their name from the SEND list. They will continue to receive 'Quality First Teaching' in the course of their everyday lessons.

For some children, who demonstrate a significant cause for concern or, whose needs are more persistent and complex than can be met by the interventions and support already in place, it may be necessary to put a more extensive plan in place to address their needs. At this point, statutory assessment will be considered, meaning that an application for an 'Education and Health Care Plan (EHCP) is made to the Local Authority. This process is defined by statutory procedures and a specific timetable.

A request for statutory assessment can be made by school or parents. If it is made by school, the SENDCo will co-ordinate the process, but parents and children will be involved throughout and their views are always sought.

If an EHCP is put in place, it will be subject to an annual review, on behalf of the Local Authority to ensure that the provision in place is still relevant and effective for that child. The termly IEP reviews will still take place in addition to this.

## **How is the progress of children with SEND assessed and reviewed?**

The progress of all children is continually monitored by his/her class teacher. For children with SEND, IEP targets are reviewed on a termly basis to ensure that the provision in place is helping towards closing the gap with peers.

In addition, for those with an EHCP, a more formal, annual review takes place every year to assess short term progress against the more long term targets in the plan, and to ensure that the provision set out in the plan is still relevant and helping the child to progress.

## **How are children with SEND supported when they move onto the next class or school?**

At the end of each school year, close liaison between staff takes place to ensure that all relevant information is passed on to the new teacher. IEP targets set towards the end of the summer term, continue into the autumn term in the next class to ensure continuity.

For children with an IEP, information about the child's learning will be passed on to staff at the secondary school during liaison with the year 6 teacher, as part of the normal transition process. The SENCo of John Port School will usually contact the Year 6 teacher during the summer term to discuss supported children who are transferring to John Port School.

For children with an EHCP, this liaison process begins earlier, usually during year 5, when the SENDCo from the chosen secondary school will be invited to the annual review that year. This enables the secondary school staff plenty of time to familiarise themselves with the child and his/her needs and helps to ensure a smooth transition. If appropriate, provision may be made, as part of the IEP, for additional support as part of the transfer process.

### **What should I do if I have concerns about the support my child is receiving?**

In the first instance, you should talk to your child's class teacher as they have the responsibility for all the children in their class. Most concerns can be dealt with at this level.

If your concern is not resolved then you should contact the SENDCo using the contact details above.

Following this, you should contact one of the Co-Headteachers using the contact details given above and follow the schools' complaints procedure which is available from the school office or on the school website

<http://www.willington.derbyshire.sch.uk/Documents/Policy/Complaints%20Procedure.pdf>

Parent Partnership can provide support and advice for the parents of children with SEND. Their contact details for the Derbyshire team are:

Telephone: 01629 533660

Email: [parent.partnership@derbyshire.gov.uk](mailto:parent.partnership@derbyshire.gov.uk)

Postal address: Derby & Derbyshire Parent Partnership, c/o Chesterfield Registry Office, New Beetwell Street, Chesterfield, Derbyshire, S40 1QJ