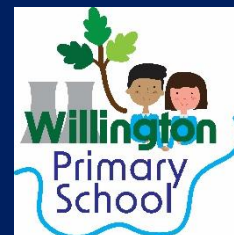


Willington Primary School

SEND Information Report 2024-2025

A GUIDE FOR PARENTS/CARERS



Address	Willington Primary School, Trent Avenue, Willington, Derbyshire, DE65 6DN
Contact Number	01283 702156
Headteacher	Kate Spencer Lovesey
Special Educational Needs Coordinator (SENDCO)	Laura Pritchard
Website address	https://www.willington.derbyshire.sch.uk/
Email address	sendco@willington.derbyshire.sch.uk
Age Range	4-11
Ofsted	Good

Introduction

At Willington Primary School our aim is to be as inclusive, as reasonably possible, in meeting the needs of all pupils with Special Educational Needs and Disabilities (SEND). We effectively support all teaching staff to equip them with relevant skills, resources and CPD, to support all pupils in making the best possible progress during their time in our school.

The Local Offer

The Children and Families Act 2014 states that Local Authorities (LA) 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 education needs and disabilities (SEND) aged 0-25. For the LA, this information is available to view on the Local Offer. The intention of the Local Offer is to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it. It is an important resource for children with SEND, and their families, in understanding the range of services and provision in the local area. Willington Primary School contributes to the Derbyshire Local Offer and information is available about our provision. The Derbyshire Local Offer can be found by clicking: <https://www.localoffer.derbyshire.gov.uk/home.aspx#!/directory>

The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school can meet.

What are special educational needs and disabilities?

A child or young person has SEN if they have 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 other children 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 school age within the Local Authority.

What can we offer for children with SEND?

At Willington Primary School, we embrace the fact that every child is different and unique, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

What are the kinds of special education needs and disabilities that are provided for at Willington Primary School?

The area of special educational need will be identified using one or more of four broad areas of need:

1. Communication and Interaction Difficulties

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and Learning Difficulties

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including: moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication; through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, Mental and Emotional Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or Physical Difficulties

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Who can I talk to about my child's need?

The Class Teacher

Responsible for:

- The progress and development of every pupil in their class through QFT and high-quality provision.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review the progress and development of each pupil and ensuring appropriate provision and intervention.
- Ensuring smooth transition for pupils with SEND through liaison with teaching staff, parents and SENDCO.
- Ensuring they follow the SEND policy.
- Be held accountable for progress and provision of SEND pupils through progress meetings and appraisal system.
- Developing effective relationships with parents and keeping parents informed of pupil progress.
- Working with the SENDCO to identify their own training needs around SEND.

The SENDCO: Miss Laura Pritchard (SENDCO)

Responsible for:

- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Monitor and review individual plans and EHCPs on a regular basis.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education/new staff to ensure pupils and their parents are informed about options, and a smooth transition is planned.
- Work with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school maintains an up-to-date register and records for all children with SEND.
- Arrange appropriate whole school and individual SEND training for staff.
- Ensure efficient deployment of TAs to support SEND pupils.
- To arrange SEND staff professional development meetings, to include outside agencies where appropriate.

Miss Pritchard can be contacted through the School Office on 01283 702156 or via email at:

sendco@willington.derbyshire.sch.uk

The Headteacher: Kate Spencer-Lovesey

Responsible for:

- Ensuring that the school SEND policy is adhered to and followed.
- Work with the SENDCO in their school to ensure that provision is of high quality so that all pupils receive well matched and appropriate teaching and learning according to their needs.

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Monitor the progress and attainment of pupils with SEND through regular pupil progress meetings.
- Ensure that resources are deployed effectively and efficiently to meet pupil need.
- Ensure the deployment of staff so that appropriate transition arrangements are planned for SEND learners.
- Review the procedures and practices in school as part of the ongoing self-evaluation process and ensure all children receive their entitlement to a broad and balanced curriculum.
- Ensure a SEND Information Report is written annually, is evaluated by Governors and is shared on the school website.
- Ensure that the Governing Body is kept up to date about issues relating to SEND and that Governors are involved in evaluating the effectiveness of SEND provision.
- Develop effective relationships with parents so that they feel valued, supported and included.

How does the school identify children with special educational needs?

The development, progress and well-being of all children is continually monitored by class teachers and discussed with the Headteacher 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 and targeted intervention will be put into place to address the child's needs and an 'Initial Concerns Form' will be completed. Where progress or well-being continues to be a cause for concern, the class teacher, working with the SENDCO, will assess the child to ascertain whether the lack of progress may be due to a special educational need or disability. 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 school SEND Register. Parents and children will be consulted, kept informed and involved at every stage of this process.

Where a pupil is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. The support will take the form of a four-part cycle, known as the 'Graduated Response':

Assess: An analysis of need will be carried out by all concerned, including outside agencies

Plan: An appropriate plan will be agreed by all concerned

Do: Agreed support and interventions will be delivered

Review: The effectiveness of the intervention/support will be reviewed regularly

Further information is available on the Local Offer: <https://www.localoffer.derbyshire.gov.uk/site-elements/documents/education-and-learning/graduated-response-may-2022.pdf>

What are the different types of support available for children with SEND in our school?

Class teacher input, through Quality First Teaching

For your child this would mean that:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.

- Specific strategies are in place to support your child to learn, such as through the use of scaffolding to make activities more accessible.
- Children with SEND are enabled to engage in activities with children in the school who do not have SEND.

Targeted support

This is the first stage of the SEND graduated response process and the adaptations and additions that are made are internal to the school. Intervention programmes will be used which may be:

- Run in the classroom or a group room/area.
- Run by a teacher or a teaching assistant (TA).

Specialist support run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENDCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services, such as specialist teachers from ISAS (Inclusion Support Advisory Service)
- Health services such as occupational therapists, speech and language therapists or physiotherapists
- Sensory support services such as physical, hearing or visual impairment specialist teachers
- Outside agencies such as the Education Psychology Service.

What could happen:

- You will be asked to give your permission for the school to refer your child to a specialist professional,
e.g. a Speech and Language Therapist or Educational Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of a child, the child has not made expected progress or if a child has lifelong or complex difficulties, an application may be made to Derbyshire County Council for additional funding and support to assist the school with providing the right provision.

Inclusion Panel Funding

Inclusion Panel funding may be applied for where a child continues to be working significantly behind their peers, despite having had a differentiated curriculum and specific interventions, or who has a need that creates a barrier to inclusion. Inclusion Panel funding provides additional support to allow schools to reduce barriers to learning for pupils.

Further information can be found via the Derbyshire Local Offer:

<https://www.localoffer.derbyshire.gov.uk/education-and-learning/inclusion-support-advisory-service/inclusion-panel/inclusion-panel.aspx>

Education Health Care Needs Assessment (EHCNA)

Where a child has lifelong or complex needs, the school or parent can request an Education Health Care Needs Assessment (EHCNA). This asks the local authority to decide whether it is necessary for it to make provision in accordance with an Education, Health Care plan (EHCP). The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get

older, prepare them for adulthood. Applications for an EHCNA are made via the Derbyshire EHC Hub.
<https://ehchub.derbyshire.gov.uk/>

The application for additional support and funding will combine information from a variety of sources including:

- Parents
- Teachers/SEND CO
- Social Care
- Educational Psychologists
- Health Professionals e.g. CAHMS, Clinical Psychologists, School Health, Paediatricians.

Information will be gathered relating to the current provision provided, the impact of that provision and the remaining barriers to learning. A decision will be made by a panel of professionals. Where the application is for an EHCP the panel may include professionals from education, health and social care. Parents have a right of appeal against a decision not to initiate statutory assessment leading to an EHCP.

Following an EHCNA, an EHCP will be provided by Derbyshire County Council if it is decided that the child's needs cannot be met by the support that is ordinarily available. The child's parents, school and other professionals who support the child will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents, the pupil and any other external professionals involved. The EHCP will also 'move' with the child. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example reducing/increasing levels of support or amending objectives.

Further information can be found via the Derbyshire Local Offer:

<https://www.localoffer.derbyshire.gov.uk/apply-for-an-assessment/ehc-plan/ehc-plan.aspx>

How are parents of children with SEND consulted on their child's education?

Initially, the class teacher and/or SEND CO 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 school SEND Register). Input from parents and, if appropriate, the child are considered crucial to this process. Where appropriate, children will be placed on the SEND Register as receiving 'SEN support'. This means that they will receive support that is additional to and different from that which is provided through 'quality first teaching'. A 'Pupil Passport' will be written in consultation with the child's class teacher, the SEND CO, child and parents. This describes the additional, targeted support that will be provided, from both school and parents, in order to improve the child's outcomes. The 'Pupil Passport' will be reviewed termly, and parents are always invited to be a part of this review process.

How is extra support allocated to the children with SEND?

The school budget includes money for supporting children with SEND. The Headteacher deploys resources for Special Educational Needs and Disabilities based on analysis of need.

The Headteacher and the SEND CO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support, the children

who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. The SENDCO and Headteacher, alongside subject leads where appropriate, regularly evaluate the effectiveness of the provision provided for children with SEND.

What expertise is available to help children with SEND and how will specialist expertise be secured?

We are very proud of our dedicated and knowledgeable team of teachers and teaching assistants who are led by an experienced SENDCO. The school has a strong working relationship and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing information and knowledge with support services is the key to effective and successful SEND provision at our school. Staff at all levels receive regular training and CPD in order to enhance their skills, and the training needs of the staff are monitored by the SENDCO and Headteacher.

School provision:

- Teachers responsible for teaching SEND groups/individuals.
- Teaching Assistants working with either individual children or small groups.

Local Authority Provision:

- Educational Psychology Service
- Specialist Teachers (ISAS, Impairment teams, etc)
- Social Care

Health Provision:

- NHS SALT (Speech and Language Therapy)
- School Nurse
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHS)
- Paediatricians (Community CYP Health)

Voluntary Provision:

- SENDIASS <https://www.derbyshireiass.co.uk/home.aspx>
- Autism Education Trust <https://www.autismeducationtrust.org.uk/>
- The National Autistic Society <http://www.autism.org.uk/>

How are children with SEND taught at our school?

At Willington Primary School we use the three wave model for teaching and intervention.

Wave 1 is quality first teaching for all: high quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. It is informed by on-going assessment, builds on what children can already do and takes place in an inclusive learning environment.

Wave 2 provides Wave 1 provision plus specific, additional and time-limited interventions for children who are falling behind the age expected level but can be expected to catch up with their peers as a result

of the intervention. Wave 2 interventions are often targeted at a small group of pupils with similar needs.

Wave 3 provides Wave 1 and Wave 2 provision, plus increasingly individualised programmes for children who either require a high level of additional support / specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

Wherever possible, children will work alongside their peers as part of their class group, and this may be with individual or group support. For some interventions, children may need to work away from their class group, either in a small group or one to one depending on the child's needs and targets. However, the class teacher remains responsible and accountable for the learning and progress of all the children in their class. Parents will be kept informed about how the school is supporting their child's needs.

Willington Primary School is fully inclusive, and every effort is made to include all children, including those with SEND, in all aspects of school life including activities such as whole school performances, extra-curricular clubs and visits and trips including residential visits.

How will school support your child's social and emotional development?

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. Where children with SEND have needs with their social and emotional development, this will be highlighted on their 'Pupil Passport', along with details of the support they will receive. This support may include specific interventions, or may be adaptations, strategies and resources to be used as an integral part of provision. For those children who find aspects of this difficult we offer:

- Social skills development - group work
- Safe spaces within the classroom and a regulation station
- Visits to our sensory wall
- Zones of Regulation intervention
- Regular sensory and/or movement breaks.

We offer Positive Play sessions on a 1:1 basis in which we use a tailored play approach to raise self-esteem and confidence. We also have a qualified ELSA (Emotional Literacy Support Assistant) who works with individuals or small groups to support pupils with emotional needs.

Our school has a Mental Health Lead (Mark Rodgers) who liaises closely with the SENDCO and offers advice to school staff and parents, as appropriate.

If your child still needs extra support, with your permission, the SENDCO will access further support through outside agencies.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher.

His/her progress is reviewed formally every term in reading, writing, maths and science. You will be informed of this through termly reports and Parents' Evenings. Assessments are made through Early Learning Goals (EYFS) and National Curriculum statements. Children who are working below these levels may be assessed through pre-Key Stage statements, Formative Footprints, Celebratory Checkpoints or the Engagement Model.

Children with SEND

Children on the SEND register will have a 'Pupil Passport' with personal targets which will be monitored and reviewed regularly, and a future plan made. These will be shared with parents on a termly basis.

Teachers meet with the SENDCO on a regular basis as part of SEND surgeries. The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education. The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.

Summative Assessments

Children in Years 2-6 sit assessments each term which enable teachers to track their attainment and progress, and this contributes to their teacher assessment, alongside their day-to-day observations. At the end of Key Stage 2 (i.e. at the end of Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Children with SEND will complete formal assessments if they are working within age-related expectations or may complete assessments that reflect their level of attainment. They will not be expected to complete these assessments if they are working below Key Stage 1 standards, or it is deemed inappropriate. In these circumstances, this will be communicated in discussion from the class teacher.

How can I let the school know if I am concerned about my child's progress?

If you have concerns about your child's progress, you should speak to your child's class teacher, initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs Co-ordinator (SENDCO).

How will we support your child when they are joining or leaving the school or moving to another class or key stage?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. When moving to a new year group, information is shared with the new class teacher regarding attainment, provision, strategies and interventions. All relevant paperwork and reports are also made available to the new teacher.

When a child transfers to a new school (including secondary), every effort is made to liaise with staff at the new school so that information can be shared, and records are transferred. Where appropriate, and where the new school is able to offer such provision, enhanced transition (e.g. additional transitions visits / visits by staff to school) will be offered. This is done in consultation with parents.

What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDCO is available to discuss your child's progress or concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Individual plans for a child with a 'Pupil Passport' will be reviewed with your involvement every term.

Further, external support for parents can be accessed through:

- SENDIASS, a support service that offers impartial and confidential information, advice and support
<https://www.derbyshireiass.co.uk/home.aspx>

- Derbyshire Parent Carer Voice <https://derbyshireparentforums.co.uk/>
- Derby and Derbyshire Emotional Health and Wellbeing <https://derbyandderbyshireemotionalhealthandwellbeing.uk/neurodiversity/neurodiverse-community-hubs-support-for-0-25-years>

How is the school accessible to children with SEND?

We do our best to ensure that our school is accessible to all children, including those with SEND. We break down this access into the following main categories:

- Curriculum access
- Physical access
- Information access

Please refer to our school's Accessibility Policy for more information (found on the school website).

What are our arrangements for pupils with disabilities?

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility.

Willington Primary School will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is unable to attend our school because of any special need or disability. In order to promote equality of opportunity for disabled children we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them being put under a disadvantage.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Please also see the Accessibility Policy on our school website.

What if I want to complain?

In the first instance, please talk to your child's class teacher as they are responsible for the progress and well-being of all the children in their class. The majority of concerns can be addressed at this level.

If your concern is not resolved, then please speak to:

1. SENDCO – Miss Laura Pritchard (SENDCO)
2. Headteacher – Mrs Kate Spencer Lovesey
3. Chair of Governors – Mrs Teresa Chase

If necessary, for further information, please refer to the complaints procedure on our school website.

Written by

Laura Pritchard, SENDCO

Date Reviewed	20 th March 2025
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