

SEND Information Report

Wildridings Primary School



Autumn Term 2018

Inclusion Manager (SENCo): Mrs Chrissy Wort SEND Manager: Mrs Sally Leech

SEND Governor: Mrs Sarah Hey

Contact: Netherton, Bracknell, Berkshire RG12 7DX

Tel: 01344 425483 website: www.wildridingsprimary.co.uk

Dedicated SEN time: 3 days weekly

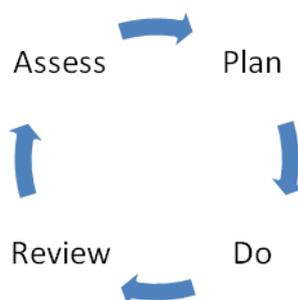
Local Offer Contribution:

- The Bracknell Forest LA local offer details the SEND provision that can be accessed locally, and parents should consult the Bracknell Forest website for further details here: <http://search3.openobjects.com/kb5/bracknell/directory/localoffer.page?familychannel=6>
- The Wildridings Primary School SEND local offer providing further information for parents can be found on the school website here: <http://www.wildridingsprimary.co.uk/page/?title=SEND+Information&pid=39>

Whole School Approach:

High quality first teaching and additional interventions are defined through our curriculum planning across the school contributing to our provision management approach. The documents for Reading, Writing and Maths help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. The cycle of Pupil Progress Meeting discussions between head, deputy and class teachers each half term also serves to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Wildridings SEND Policy 2018)

Assess: Using formative assessment tools (such as relevant maths or reading tests), and consultation with parents and the pupil themselves, a detailed picture of the pupil's needs is developed. This may be undertaken by class teachers, teaching assistants or specialists depending on the nature of the

assessment required.

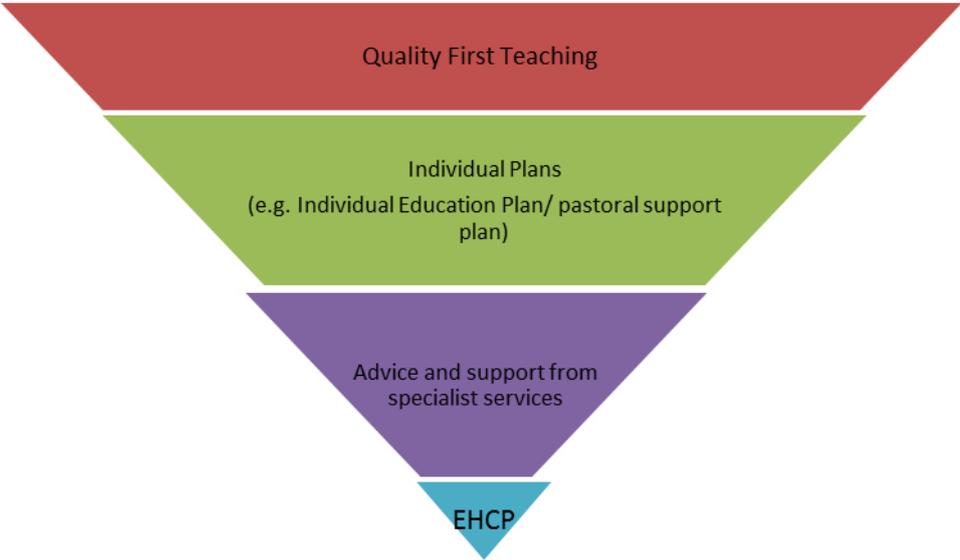
Plan: An individualised Learning Pathway document will be drawn up by the pupil’s teacher in consultation with parents or carers, describing the additional personalised support that will be provided. The school may consult with outside agencies at this stage, such as Educational Psychologist (EP), Speech and Language Service (SALT), Occupational Therapy Service (OT), Children and Adolescent Mental Health Services (CAMHS), Autism Service (AS), Support for Learning Service (SfL), or Behaviour Support Team (BST).

Do: Teachers and teaching assistants will ensure that the Learning Pathway is followed. The pupil’s needs may be met through additional modifications to the class teaching, provision of specialist resources, or by inclusion in additional small group or individual support lessons. Parents and carers will receive advice about how to support their child at home.

Outside agencies are able to work alongside the pupil, parents and teachers to offer advice about meeting the pupil’s SEND, and this advice will be reflected in the child’s Learning Pathway in the form of learning targets and resources.

Review: Learning Pathways are reviewed in writing at least once a term by the class teacher, or more frequently in some cases, and the provision that is being made is adapted in light of that review. The review will include consultation between parents, pupils, and teachers. The SENCo will be involved for learners experiencing a high level of need, or who have needs in several areas of the four main areas outlined in the Code of Practice. The review process then feeds back into more assessment, and the cycle of assess, plan, do, and review is repeated.

The tools we use are summarised below.



Quality First Teaching: Supported by provision mapping - a summary document completed by teachers - which details all the provision for vulnerable groups in each class – and planning which details all the next steps in learning that will be taught in differentiated class groups over the course of a term.

Individual Plans: Learning Pathway or Pastoral Support Plan: This is a document containing a detailed

action plan listing the goals and provision to meet individual Special Educational Needs. This is provision which is additional to or different from quality first teaching and may be supported by specialist advice.

Education Health and Care Plan (EHCP): *Where the school has done everything it can to identify, assess and meet the SEND of the child and he/she is still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Bracknell can be found on the Bracknell Forest website here:*

<http://search3.openobjects.com/kb5/bracknell/directory/localoffer.page?familychannel=6>

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

SEND Needs:

Wildridings is a mainstream primary school and welcomes all children including those with SEND in one or more of the following four commonly recognised broad areas of need and support:

1. Communication and interaction (e.g. speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD), Asperger's Syndrome)
 - *From entering school in Reception, the school aims to quickly identify any speech and language needs early and arrange for additional support in the classroom, by a key adult, or in small groups.*
 - *The school is supported by Speech and Language therapy service for children with a high level of needs; they make regular visits to the school as part of the Assess, Plan, Do, Review cycle.*
 - *Children with a diagnosis of Autistic Spectrum Disorder may be supported by advice from the mainstream support service provided by AS.(Autism Service)*
2. Cognition and learning (e.g. Specific learning difficulties (SpLD), global developmental delay, dyslexia, dyscalculia and dyspraxia)
 - *Wildridings provides additional small teaching groups to support Maths and English using various resource programmes such as: Rapid Maths, Rapid Phonics, Project X Code, First Class@Number and Success at Arithmetic intervention materials.*
 - *Individual pupils can be supported by teaching assistants using materials including Toe by Toe, Snip Literacy, The 5 Minute Box, Plus 2 and The Power of One.*
 - *Wildridings has a Reading Recovery Teacher, a specialist Specific Learning Difficulties teacher and a specialist maths teacher who can work with individual pupils according to identified needs.*

- *The school can also access teaching support from the Sfl (Support for Learning Service) who can provide specialist teachers to work with groups and individuals according to identified needs. Additional supporting advice is accessed from the Educational Psychology Service as necessary.*
3. Social, emotional and mental health (e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder)
- *Wildridings has a Family Support Adviser (FSA) and a Family Support Assistant both of whom are available for direct work or signposting for children and families who are experiencing social, emotional and mental health difficulties.*
 - *The school has two Emotional Literacy Support Assistants (ELSA) who can be available to support individual children at key times, or to offer support more widely through group work. e.g. within the Nurture Group provision. Several children are supported through the provision of a 'key adult' to nurture and support.*
 - *The school has a 'Be the BEST' positive behaviour management system which encourages children to self-regulate and manage their emotions.*
 - *The school currently offers individual or group Play Therapy intervention for pupils with identified needs, using the services of a specialist play therapist.*
 - *The school accesses support from the Behaviour Support Team (BST), the Family Intervention Team (FIT), Educational Psychologist, Child and Adolescent Mental Health Service (CAMHS) and AS to create bespoke support plans for individuals or groups.*
 - *The school has a Lunchtime Club for invited vulnerable pupils who need respite from the busy activity of the playground.*
 - *The school has a Nurture Group led by the Deputy Head, Anna Cook, run daily by the ELSAs and supported by the Behaviour Support Team (BST) for small groups of pupils who need alternative provision away from their usual classroom.*
 - *The school is also able to offer a series of 6 parenting workshops; Pyramid for Parents.*
4. Sensory and/or physical needs (e.g. vision impairment (VI), hearing impairment (HI), or Cerebral Palsy (CP), epilepsy)
- *It is the school's aim and intention to fully comply with current legislation and good practice. We wish to make our premises as accessible as possible, in line with local planning policy and the obligations imposed as service providers under the Equality Act of 2010.*
 - *The Wildridings Accessibility Audit states: 'The Equality Act makes it clear to Schools that they must make "reasonable adjustments" to make premises accessible to all users. It is very obvious that the School is doing its best to comply already with the Equality Act.' See further detail about our provision on the school website here: <http://www.wildridingsprimary.co.uk/page/?title=SEND+Information&pid=39>*
 - *The school makes reasonable adjustments to ensure that children with sensory*

and/or physical needs are not disadvantaged. We take advice from the Sensory Consortium, Support for Learning, Occupational Therapy and Educational Psychologist as necessary to meet individual needs.

- *The school uses an intervention programme called 'Jimbo Fun' to develop fine and gross motor skills with groups or individuals.*
- *An individual care plan may be produced in consultation with parents and children for children with identified medical needs or conditions.*

(Reference: SEND Policy 2018 Appendix 2)

As of 11/10/18, we have 58 children on the SEND Register. Additionally we currently also have 56 pupils listed at SEN concern whose progress is monitored closely.

We have internal processes for monitoring quality of provision and assessment of need. These include:

- Regular pupil progress meetings to ensure good quality first teaching and accountability regarding pupil progress towards targets.
- Written evaluations of interventions with a baseline test prior to starting and an exit test to measure progress made.
- The Senior Leadership Team and SENCo (Mrs Wort) are responsible for the performance management of SEN teaching assistants who all receive lesson observations and written feedback.
- The SEND Team advise on Learning Pathways and the SEND Register Provision Map ensuring class teachers and teaching assistants are informed and can access the resources their pupils need.
- The SENCo regularly meets with parents to discuss pupil needs and progress.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents Evenings	Class teachers, parents and pupils; SENCo attends some meetings	Twice yearly; Autumn and Spring Terms. Written pupil reports and a Celebration Afternoon in the Summer Term. Additional teacher parent meetings each term for children on the SEND register, as necessary.
Progress review meetings	Class teachers, parents, pupils and outside agency support, SENCo.	Depends on level of need; may be as regularly as two weekly intervals, or may be less.
Curriculum workshop evenings	School staff, parents and pupils	At least once a term.

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school as follows:

Initials of person	Area of expertise	Level
S Cope Headteacher	Whole school Inclusive practice	Specialist
C Wort Deputy Head & Inclusion Manager (SENCo)	Whole school Inclusive practice and leadership of SEN	Specialist
A Cook Deputy Head & Inclusion manager (PP)	Nurture groups and working to support families and children Success at Arithmetic	Specialist Enhanced
S Leech Specialist teacher	Assessment and teaching of pupils with specific learning difficulties	Specialist
R Wright specialist teacher	Reading Recovery	Specialist
J Wallis FSA support Assistant/ELSA	Nurture groups and working to support families and children ELKLAN Speech and Language	Enhanced
F Tillman FSA support Assistant/ELSA	Nurture Groups and Pyramid for Parents	Enhanced
All teachers and TAs	Team Teach Training (positive handling strategies) provided by the Behaviour Support Team	Enhanced
S Senussi HLTA	1 st Class@Number	Enhanced
J Dixon TA	Success at Arithmetic	Enhanced
All teachers	SEND training	Awareness
All TAs	SEND training	Awareness

Awareness (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)

Enhanced (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis)

Specialist (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

Staff deployment

Considerable thought, planning and preparations goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for the next stage of their education.

All classes have support from teaching assistants to work alongside the class teacher with different groups within the class according to the class teacher's differentiated planning.

More information about the support offered to SEND pupils can be found on the school website:

<http://www.wildridingsprimary.co.uk/page/?title=SEND+Information&pid=39>

The SENCo has a non-teaching role, without a class responsibility, to allow for efficient planning, monitoring and management of the team and resources to ensure that all pupils with SEND make progress.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

We work with our feeder schools and families to welcome children and young people with special educational needs or disabilities and we support children and young people to make a successful transition to the next phase in education.

We liaise closely with staff from secondary schools for KS2 transition in Year 6, and the final Summer Term in Year 6 has school visits for pupils and families to enable a smooth transition. When necessary, Wildridings staff are able to visit secondary schools with SEND pupils and their families to support successful transition. BST and AS are able to support the transition process for vulnerable pupils, and the local secondary schools also offer support groups and holiday courses for vulnerable pupils to build confidence.

We welcome our youngest children into Nursery and Reception with school and home visits. We work closely with previous settings and the Early Years and Foundation Stage Inclusion Service (EYFSIS) to ensure the best possible start to life at Wildridings for our youngest pupils.

Complaints

Parents or carers who have concerns relating to their child's SEND are welcome to discuss them with the class teacher, SENCo or FSA who may be able to offer support or signpost where more advice may be available.

The school policy for dealing with complaints can also be found on the school website here:

<http://www.wildridingsprimary.co.uk/page/?title=Policies&pid=14>

Further development

Our strategic plans for developing and enhancing SEND provision in our school this year include continuing to look for ways to improve outcomes for our SEND pupils. We are also keen to improve attendance and punctuality for all pupils, but particularly those on the SEND register.

We wish to further develop our pastoral care with the continued provision of key adults to support pupil's academic, social and emotional development. The Nurture Group continues to thrive, and we are looking forward to running another Families and Schools Together (FAST) programme later this year, following the success of previous years led by Deputy Head Anna Cook in conjunction with Save the Children.

Our Reading Recovery teacher continues to support the training of teaching assistants in the use of

the Better Reading Partner intervention, with positive results for all ages.

Our Specialist Dyslexia teacher Sally Leech runs a thriving after school club (SHINE) offering extra tuition for children with Specific Learning Difficulties.

Finally, we wish to continue to work closely with outside support agencies in supporting the children in our school with complex SEND needs, so that all are enabled to make the best progress possible. Close working with outside specialists ensures we are continually developing the skills and experience of the staff working with the pupils to enable good outcomes for pupils involved.

In preparing this report we hope to include staff, parents and children through making it available on the school website and welcome any feedback comments.

Relevant school policies underpinning this SEND Information Report include:

SEND Policy

Equality Policy

Supporting Pupils with Medical Conditions Policy

Accessibility Plan

Safeguarding Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body:

October 2018