

## Wreningham Primary School - SEND Information Report 2017

Welcome to our SEND Information Report, which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities. All school governing bodies have a legal duty to publish information on the school website about the policy on SEN and this must be updated annually. Wreningham Primary is a mainstream school. We are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

### 1. How do we support SEN?

- As a school, we understand that children learn and develop in different ways.
- Teachers and teaching assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn.
- However, at different times in their school career, a child may have a special educational need.
- Initially, children's needs are met through quality first teaching provided by the class teacher; all teachers at Wreningham Primary are teachers of children with SEND.
- If staff feel that a child's needs cannot be met through quality first teaching alone, then additional support or intervention may be put into place and short term targets will be set in consultation with the staff, parents and the child.
- Support may be offered through an additional adult working alongside the child or their group, and/or taking part in intervention or enhancement programmes outside of the classroom.
- These approaches support us in a cycle of assessing the needs of children, planning to meet their needs, implementing strategies and reviewing their impact.
- The school works closely with parents, other agencies such as the Educational Psychology Service, CAMHS, paediatricians, physiotherapists, Pastoral Support, Outreach support from special schools, and with the other schools in the cluster.
- The school ensures that where outside agencies are involved, parents are kept well informed and involved at every stage.

### 3. Who can I talk to?

- The Special Educational Needs Co-ordinator is Ms Leader, the head teacher is Mr Jones, and the SEN governor is Mrs Osborn. They can be contacted via the school's main telephone number, or by email, details are on the website.

### 4. How do we identify and assess children with SEN?

- Children may be identified as having a special educational need through discussions with teaching staff and parents, who may have concerns about children's academic progress, social development or physical difficulties.
- The staff take part in pupil progress meetings each term, where they discuss the attainment and progress of children with the head teacher and the SENDCo. Tracking data based on assessments using tests, as well as teacher knowledge is used to identify pupils who are experiencing difficulties.
- There may be many reasons why children's progress is slow. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning.
- The school understands that children who experience these barriers to learning are vulnerable to e.g. low self-esteem, switching off from learning etc. and the 'whole' child is considered when discussing ways to help.
- This does not mean that all pupils who may require additional support have SEN. Only those

with a specific learning difficulty e.g. ASD, ADD etc. require special educational provision will be identified as having SEN.

- These pupils will be listed in a school SEN Register.

#### 5. How do we consult with our parents and our children with SEND?

- The teachers have regular meetings and discussions with parents about how we plan to support their child. These may take the form of a termly structured conversation, where we talk with parents about aspects of the child's learning in school and at home, which are positive and working well. We also focus on areas that need developing and together set targets for an Individual Plan (IP).
- The school's 'open door' policy encourages parents to have on-going discussions with teachers, and many conversations may be informal as and when they are needed.
- The IP includes short-term targets, which are linked to the child's needs; details of any extra support; who will give the child help; how often the child will get help; and how and when we will review the targets to assess how they have helped the child (termly).
- Children are involved in setting their targets (age dependent), and are fully aware of the contents of their IP. The SENDCo discusses their IP with them and monitors how effective it is.
- Strategies to adapt access to the curriculum may include: Visual timetables, writing frames, highlight strips and coloured paper, peer buddy systems, positive behaviour rewards system.
- Intervention and enhancement programmes may include Talk Boost; Sound Discovery; Lexia Reading; Effort Chart; Project X (reading & writing); Pre-learning Maths; Targeted Maths support; Precision Teaching and Nurture Groups.
- The SENDCo and the appropriate subject leaders closely monitor the effectiveness of the interventions and support given to a child.
- Assessments may be carried out before and after the intervention, as well as discussions with teachers, parents and the children to measure impact.
- While the majority of learners with SEN will have their needs met using school Intervention Plans, some may require an Education Health and Care Plan (EHCP).
- Where a child has complex needs, e.g. global delay, a statutory assessment takes place to assess those needs and the child may be given an Education, Health and Care plan (EHCP). There will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

#### 6. Staff Training

The staff has experience of teaching children with a wide range of needs within the four broad areas of need as outlined by the SEN Code of Practice.

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Needs within these bands may include:

- General learning difficulties – children whose learning progresses at a slower pace
- Speech and language difficulties
- Behaviour difficulties
- Dyslexia (difficulties with reading, writing and spelling)
- Dyspraxia (problems with motor skills, organisation)
- ASD (Autism)
- ADD (Attention Deficit Disorder)

- Global Development Delay
- Other medical needs including allergies, coeliac, Ehlers Danlos syndrome

We aim to keep our teaching staff well trained. Recent training has included the following areas:

- Safeguarding
- Secure Base
- Theories of learning
- Autism Training
- Growth Mindset
- Phonics
- Dyslexia

The SENDCo is given opportunities to attend specialist training through cluster and through the SEN Network. Training is cascaded down to members of staff through in-school Continuous Professional Development.

#### 7. How do our policies support children with SEND?

All the relevant policies can be found on the school website.

- The school is part of the Wymondham Cluster and has adopted the cluster SEND policy, which sets out in detail how the school will assess and meet the needs of children with SEND.
- Other policies which take careful and particular account of children with special needs or disability are as follows:
- Behaviour and anti-bullying policy (national data suggests children with SEN can be more susceptible to bullying. We have a pro-active approach to behaviour management and bullying – We are a TELLING school.)
- Teaching and learning policy
- Admissions policy
- Equal opportunities policy
- Assessment and marking policy
- Medical needs policy

#### 8. How do we support transition?

- We have excellent links with pre-school providers and the EYFS staff closely liaise with them.
- In the summer term, the teaching staff visit pre-schools to meet and observe children who will start school in the next academic year.
- We open the school library from 8.25 A.M. to 10 A.M. to the community every Wednesday for parents with pre-school children. The parents and their toddlers meet in the library to share books and socialize.
- The children have the opportunity to visit the school on four consecutive weeks in the summer term.
- Further meetings are arranged with parents, whose children may have SEN.
- We also work closely with the High Schools within the cluster (through SENCo meetings), and we are committed to ensuring a smooth transition into Year Seven.
- The class teacher and the SENDCo of the High school will meet to discuss your child's strengths, interests and any additional needs they may have.
- They will share ways that those additional needs are being met, including what has worked well and what has not been so successful.
- All relevant records will be passed on to the receiving school.
- The transition visits are tailored to the individual child e.g. they may attend extra sessions at their new school in the summer holidays.

#### 9. How is SEN funded?

- Funding comes directly from the LA to the school to support the needs of learners with SEN.
- The cluster also receives funding from the LA which is distributed as 'top-up' funding for learners who require support that exceeds that available to the school.

- Each school in the cluster applies for funding for individual children according to their need.
- The total amount of 'top up' funding we received for 2015/2016 is £7940.
- All cluster schools work together have an agreed 'Wymondham Cluster SEND Policy' as well as a 'Wymondham Cluster SEND Funding Application Guidance'

#### 10. Have your say

Wreningham VC Primary is in the heart of our community. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents /carers, learners, staff and governors. Please engage fully with us to 'assess, plan, do and review' provision for SEN.

If you have any comments relating to the provision offered by the school, please contact Ms Leader (SENDCo) at [office@wreningham.norfolk.sch.uk](mailto:office@wreningham.norfolk.sch.uk)

#### 11. What other opportunities are there for learning?

All learners should have the opportunity to access extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all.

##### **At Wreningham VC Primary**

Football

Drama

Senior Sports KS2

Infant Sports F/Stage & KS1

Computer programming

Art Club

Sewing

Recorders

Table tennis

Netball

Dance Club

Tag Rugby

The school library is open from 8.20 each morning for parents to listen to their children read and share books with them.

##### **In the Locality**

Wall climbing

Martial Arts

Gymnastics

Rainbows/Brownies/Guides/Beavers/Cubs/Scouts

Rugby

Football

##### **SEN profile 2017 SEN Level of Need**

3 pupils - High (with an Educational Health Care Plan)

9 pupils - Moderate/High

1 pupil - Medical

This profile is made up of the following groups and includes the low level SEN children (pupils may be in more than one group):

11 pupils SEN linked to **Cognition and Learning** including maths, reading, writing, spelling.

5 pupils SEN linked to **Social, Emotional and Mental Health** including Attachment Disorder, anxiety and depression.

6 pupils SEN linked to **Communication & Interaction** including speech and language difficulties, language processing difficulties, problems with social interaction.

2 pupils SEN linked to **Sensory and/or physical** including, difficulties with mobility, hyper-sensitivity to sensory stimulus.