



Wilkinson
Primary School

Wilkinson Primary School

Special Educational Needs & Disabilities Information Report 2021-2022

Wilkinson Primary School SEND Information report- Contents

Introduction from the SENDCo	1
INTENT	
Legislation and guidance	2
Definitions	2
IMPLEMENTATION	
School SEND Profile 2021-22	3
Our approach to identifying SEND needs:	4
Our approach to teaching pupils with SEND	5
Additional support for learning	6
Assessing and reviewing pupils' progress towards outcomes	7
Supporting pupils moving between phases.	8
Expertise and training of staff	9
Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN	9
Support for improving emotional and social development	10
Consulting and involving parents	10
Child ownership	11
Details for raising concerns including making a complaint:	12
The local authority local offer	12
Other relevant documentation	12
IMPACT	
Evaluating the effectiveness of SEN provision	13
Monitoring and review	13



Introduction from the SENDCo



My name is Helen Foster. I am the Inclusion Leader at Wilkinson Primary School. As part of my job I am the SENCo and I work with children, teachers, parents and other agencies to make sure that all of our pupils' needs are met.

SENDCo means Special Educational Needs and Disabilities' Co-ordinator.

I am in school every day and you can contact me on 01902 558971. If I am teaching, you may need to leave a message for me but I will get back to you. Alternatively you can email the school office and mark it for my attention: wilkinsonprimaryschool@wolverhampton.gov.uk

You are welcome to come and ask to see me at any time or to call the school number and ask to speak to me. I do have teaching commitments as well as my Inclusion responsibilities, but if I am in class or in a meeting I will call you back as soon as I can.

Due to the current Covid-19 epidemic, some of the procedures mentioned here may need to be adapted in line with government restrictions and guidance if and when these change over time.

Written by:	Mrs. H Foster
Date written:	September 2021
Approved (governors) on	
Review Date	September 2022

Intent

It is our intent that by the time they leave Wilkinson Primary School, all our learners will have made at least expected progress in line with their individual learning needs and that they will be happy, independent learners who feel valued for who they are.

Our SEN information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Set out the vision, values and broader aims of your school's arrangements for pupils with SEN and disabilities. Expand this section to explain what your school's efforts to achieve the best outcomes for pupils with SEN and disabilities look like in practice.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Implementation

School SEND profile 2021-22 (Figures accurate as of September 2021)

The school currently has 489 children, 36 of whom are identified as having a Special Educational Need and / or disability meaning that 7.3% of pupils are on the SEND register. This is lower than the national average. Our school currently provides additional and/or different provision for a range of needs. We have one child with an EHCP and two further children for whom we are currently in the process of statutory assessment.

For your information, here are the numbers of children on the SEN register with the following listed as their primary need and examples of Special needs that we cater for within each area.:

Sensory and / or physical: 7 (VI: 3, HI: 2, PI: 2)

Needs include: Visual Impairment, Hearing Impairment and Physical developmental conditions.

Support services involved with school include: Sensory Impairment Team, Occupational Therapy service, Community Paediatrics, Birmingham Children's Hospital, School Nurse, Outreach services and Community Health Visitors

Communication and Interaction: 14 (6 in EYFS, 6 in KS1, 2 in KS2)

Needs include: Autism Spectrum needs, Speech and Language needs including understanding language and speaking

Support Services involved with school include: Special Needs Early Year Service, Child and Adolescent Mental Health Services, Base 25, Speech and Language Therapy Service, Occupational Therapy service, Community Paediatricians, School Nurse, Community Health Visitors, Educational Psychology Service and Outreach Services.

Cognition and Learning: 11 (1 in KS1, 10 in KS2)

Needs include: Dyslexia and Moderate Learning Difficulties.

Support Services involved with school include: Educational Psychology Service, Specialist SEND Teacher support (at the present this is accessed through a company called Bright Minds) and Outreach Services.

Social /Emotional / Mental Health: 4

Needs Include ADHD, ASCs, other mental health / emotional wellbeing needs

Support Services involved with school include: CAMHS, Educational Psychology Services, Community Paediatricians, Outreach Services.

We are currently monitoring 35 children as part of the Graduated Approach to SEND.



SEND Information Report

Please note that many children will have multiple needs. These will be noted down on the school's provision mapping as secondary needs.

Number of Looked After Children: 2 (neither of whom are on the SEND register)

If you are unsure of whether we can support your child's needs, please do talk to us.

Our approach to identifying SEND needs:

The teachers in school monitor the progress of all children carefully and are quick to put interventions in place that they feel will benefit a child. This does not necessarily mean that a child has an identified Special Educational Need. You will not always be told about all of these interventions as they happen as part of the normal every day high quality teaching and learning within the school. You are always welcome to talk to your child's teacher if you have any questions about how your child is progressing.

As part of a teacher's ongoing assessments they consider identify those pupils whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

If a child has received a number of interventions and the teacher is still concerned about an aspect of the child's learning and or social, emotional or mental wellbeing, they will talk to me as SENCo and together we will identify any potential barriers to learning that there may be. At this stage the class teacher or myself will talk to parents about our concerns and what we are putting in place to address these. Your input at this stage is vital and we may also ask your permission to work with outside agencies at this point. Where possible, we will also discuss this with the child and plan a way forwards together. We call this a **Monitoring** Stage and it is period of assessment.

If after monitoring your child's progress during these extra interventions, a Special Education Need is identified that requires extra or different support, I will talk with you and your child's teacher and discuss whether special educational provision is required. We will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If different or additional support is needed we will draw up a **support package** and will place your child on the **SEN register**. If appropriate we will involve the child themselves in this.

In the case of a child who is looked after by the Local Authority, this liaison will be with the child's social worker and their carer(s).

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

The driving force behind all provision for children at Wilkinson is Quality First Teaching. As such, staff at school are skilled in differentiating work to meet the needs of all pupils in their class. As well as the high quality differentiated teaching that our children receive in class, children on the SEN register will be working towards specific targets. These will be reviewed termly and will include details of specific programmes / interventions / working practices that each child is receiving as part of their SEN provision. This information is included on the whole school provision map.

Support staff are available in every year group to assist the teacher in providing the appropriate level of support needed.

Children on the SEN register work towards specific targets in order to achieve their own individual outcomes. These will be reviewed termly and will include details of specific programmes / interventions / working practices that each child is receiving as part of their SEN provision. Both parents and children are involved in this process. Where a child has an Education Health and Care Plan, we will ensure that the provision that is set down for each child is planned into their timetable with the appropriate level of support.

We are an inclusive school and wherever possible children are taught alongside their peers in clear differentiated groups. Children are taught in a range of ways which include whole class teaching, small group work and individual teaching. Individual support is used where needed but we try to make all our children independent learners.

We follow the National Curriculum 2014 and Foundation Stage Curriculum. Where children need a personalised curriculum this is planned by class teachers in liaison with me, the SENCo and, where needed, with relevant outside agencies. This personalised curriculum will be in response to the requirements set out in a child's Education Health Care Plan

Depending on a child's specific needs, the curriculum may need adapting, or specialist resources and / or equipment may be needed in order to access this. The school endeavour to make sure that these adaptations are made and communicated to parents. These include: using recommended aids, such as

laptops, coloured overlays, visual timetables, larger font, etc. and differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We use a wide variety of resources to support children with their specific Special Education Needs and Disabilities. These include but are not limited to: low arousal work stations, feelings scales. We also use Literacy and Numeracy intervention resources, timers, ear defenders, specialist chairs, specialised writing equipment, sensory bags and sensory equipment, mind mapping resources, working memory programmes, visual perception resources and fine and gross motor skills programmes etc.

We use a range of ICT hardware and software to help pupils engage with subjects they find difficult; practice basic skills and to support independent learning. Some of these can also be accessed from home.

The school delivers gross motor co-ordination programmes through the Cool Kids Programme.

The school offers emotional and mental health support. We have a pastoral team who meet weekly to discuss appropriate support for children who need it. This could be delivered by the SENCo, the Family Liaison Officer (Miss Lane), the Emotional Wellbeing Practitioner (Miss Brittain), teaching and support staff or other emotional support services that the school buy into.

Additional support for learning

The school works closely with the Speech and Language Service who support in this area and the SENCo has been through Cygnet training both from a parent perspective and from a professional perspective.

The SEN Early Years' service also runs Early Birds training for children with a diagnosis of ASCs

We use a number of communication strategies including Comic Strip Conversations and Emotional Scales which are tailored to each individual child.

The school has the facility to buy into counselling and support services where required and where individual support is needed, I, or a member of staff in school will deliver this. In more complex cases, I can refer children to the Child and Adolescent Mental Health Service (CAMHS) for more specialist support.

We work with many outside agencies: you will find a comprehensive list of these in the SEND Policy available on the school website. For most outside agencies, you will need to sign a referral form at other times verbal permission may suffice. There may be occasions where I ask you to access external



services via your GP. Where this is the case I will explain the reasons for this on an individual case basis.

Useful Numbers:

Educational Psychology Service (EP):
01902 558794

Speech and Language:
01902 444363

Occupational Therapy:
01902 444063

Bright Minds SEN specialist support teaching:
Leave a message with school

CAMHS:
01902 444021

School Nurse: Julie Thomas
01902 444418

Gem Centre General Enquiries
01902 446270

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of assess, plan, do, review.

Assess: The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil (including using the Engagement Model of assessment where necessary)
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views



- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Plan and Do: For children on the SEND register, a support passport outlines the package of provision that is in place for a child.

Review: The Support Passport also gives further details their progress against their personal SEND targets. These are reviewed termly by the class teacher in discussion with the child where this is appropriate. At the time of review, parents are also asked to share their own thoughts on how their child is progressing and about the support that they are receiving.

Children who have an Education Health and Care Plan will have these reviewed annually. Parents are invited to come to this meeting. The child is integral to this process and where appropriate will be present at the meeting. Where this is not appropriate, the thoughts of the child will be sought prior to the review.

We have an open door policy and parents are welcome to ask about any aspect of their child's school life at any time. We ask that this is done by contacting the school office whilst current Covid-19 restrictions apply. Once restrictions have been lifted, we ask that this is done either at the end of the day or by booking an appointment as the teachers are busy just before the start of school welcoming the children in and settling them down to work.

Supporting pupils moving between phases.

We want our children to experience a smooth transition throughout their school life, so that the pace and quality of learning are maintained and to ensure that children are happy and continue to make the best progress.

We hold transition meetings for parents and children in the summer term for those starting in Nursery and Reception.

We work closely with our local secondary schools to ensure a positive and effective transition for the children in year 6 as they move into year 7. Many secondary schools offer enhanced transition opportunities for children who have SEND and I will liaise with you to access these. It is unclear at this point what this will look like, but as soon as we know, we will pass this information on to children and their parents.

Expertise and training of staff

It is a legal requirement that all SENCo's must complete a Post Graduate SENCo Qualification. I completed this in 2013, passing with distinction.

As part of the school's continual professional development programme, all staff receive training on different areas of SEND and on identifying and supporting these additional needs in class.

In addition to this, the SENCo and other support services will give specific training to staff on the individual needs of children in their class.

Where needed, we use outside agencies to deliver training on a specific area of need. This may include the Educational Psychology Service, our Specialist Teacher and the School Nurse. There is specific training that must happen annually, for example asthma training and the school ensures that we are compliant in this.

Recent training has included:

- Spelling for children with Dyslexia
- Recognising and supporting children with Attachment needs
- Understanding and supporting working memory
- Using Precision Teaching.
- Child Specific Vision Impairment training
- Child Specific ASD training.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We ensure that all children, including those with Special Educational Needs and / or disabilities, receive a broad, balanced and inspiring curriculum. We pride ourselves on the number and variety of different extra-curricular activities which are open to all children regardless of any Special Educational Needs and/or disabilities that they may have. At Wilkinson the importance of such opportunities is recognised by timetabling "Do Something New" sessions for all children. This runs alongside other clubs which are open to all (including: choir, football, netball and cross country running)

As part of our open door policy, parents can talk to us at any time about any activities that happen at school.



SEND Information Report

We liaise with a number of outside agencies who support us in trying to make all activities that we run as accessible as possible. These include the Visual Impairment and Occupational Therapy teams.

Support for improving emotional and social development

Emotional and Social development needs can lead to frustrations and difficulties in negotiating social situations which can result in behaviour difficulties. We provide support for pupils to improve their emotional and social development in the following ways:

We can use the services of an Educational Psychologist to give advice and support in this where needed.

We have a pastoral team who meet weekly to discuss and agree the best support for children who need it.

We can get support from speech and language therapy (SALT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they may need a period of therapy. This therapy is delivered in school.

Following the restrictions imposed on us by Covid-19, we are looking to re-introduce our comprehensive system of peer mediators to help support children to support each other with conflict resolution. These mentors are trained by an organisation called Peacemakers and managed by our Emotional Wellbeing Practitioner.

We have the option to access regular emotional wellbeing support from trained professionals in the Local Authority Emotional Support team or other support agencies.

Pupils with SEN are encouraged to be part of the school council. Pupils with SEN are also encouraged to be part of a school club to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

Consulting and involving parents:

We will have an early discussion with the pupil and parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns



SEND Information Report

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will notify parents when it is decided that a pupil will receive SEN support.

Everything that you need to know about your child's Special Educational Need will be shared with you either in writing, over the phone or face to face.

We always try to make all information as clear and as easy to understand as possible, but if you are unsure of anything, please come and see me and I will go through it with you. Equally, if you receive anything in the post, be it from school, the Local Authority or the Health Service and you are unsure of what it means, please come and speak to me and we can talk through it together.

Some of the forms that health care and other professionals may ask you to fill in can be quite confusing. If at any point you would like any help in doing this, again, please come and see me.

As the SENCo, I liaise with a number of outside agencies who can also support you with your child's Special Educational Needs at home. I will signpost you to these throughout the year, but you can always come and ask about support at any time. You can also access support through our Family Liaison Officer Miss Lane.

If at any point, you feel that you need extra support at home, please come and talk to us about this. We have a list of agencies who may be able to help and can access Early Help support through the Local Authority.

Over the course of the year we receive various information leaflets and hear about organisations who can give support. We will make sure that I tell any parents who I feel will benefit from these about them.

In the case of a child who is looked after by the Local Authority, this liaison will be with the child's social worker and their carer(s).

Child self - ownership

All children at Wilkinson are involved in managing their own learning and this includes children who have a Special Educational Need. All staff talk regularly to the children to discuss how they are progressing, what they are doing well and what they think their next steps are. All of our children are made aware of the targets that they are working towards. This gives the children real ownership of their own learning and is part of the culture that we have worked hard to embed here at our school.



SEND Information Report

Before each Individual Health Care Plan review the thoughts of the child and their parents are sought and brought to the meeting. Where appropriate, children are invited to annual reviews following a child centred approach to reviews and decision making. For children with specific learning needs, these are discussed on an ongoing basis with the child.

Details for raising concerns including making a complaint:

Insert named contacts within the school for when pupils or parents have concerns.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

If you are unhappy at any point please refer to the school Complaints Policy available on the website.

You can also use the Local Authority's SEN Support Service using the following link:

<http://www.wolverhampton.gov.uk/article/4939/The-Information-Advice-and-Support-Service-for-special-educational-needs-and-disability>

Please look at the school Accessibility plan for concerns about how your child can access our facilities, including accessing information. It is available on our website.

The school follows the 2014 SEN Code of Practice which you can access via the following link:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Local Authority run an information, advise and support service for parents and young people with SEND or who may have a SEND. Please use this link to access their web page:

<http://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/service.page?id=6vZkc-IbnSs>

You can call them on: 01902 556945

The local authority local offer

You can access the Local Authority Local offer using this link:

<http://www.wolverhampton.gov.uk/article/6575/WIN>

Other relevant documentation.

School SEND information report – School website

Accessibility Plan – School website



Anti-bullying policy – School website
Complaints policy –school website
Data Protection Policy – School Website
Safeguarding and Child Protection Policy – School Website
Management of pupils with medical needs –available on request form the school
Complaints Policy

Should you wish to have a hard copy of this or any of the school policies listed here, please contact the school office.

Impact

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:
Reviewing pupils' individual progress towards their goals each term
Reviewing the impact of interventions.
Using pupil questionnaires.
Monitoring by the SENCO
Using provision maps to measure progress
Holding annual reviews for pupils with EHC plans

Monitoring and Review

This information report was written in September 2021 and is currently awaiting to be formally adopted by staff and governors this term. . It is due to be reviewed in September 2022