

Warmsworth Primary School

SEND Information Report (September 2017)

The SEN Information Report must include the following information and be cross referenced to the School's SEND Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

Our School

Warmsworth Primary School is a mainstream primary school.

Our school values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our pupils matter. This policy helps ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background, and supports the statements made in our school's Single Equalities Policy.

Our school aims to be an inclusive school. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individual and groups of children within our school to ensure minimal risk of underachievement.

Under the New SEN Code of Practice 2014, a child has a special educational need if they have provision that is "**additional to or different from**' that made generally for others of the same age.'

The SEN Code of Practice 2014 also explains that Special educational needs and provision can be considered as falling under four broad areas :

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children have difficulties that fit into one or more of these areas.

(For further information please see : Inclusion / Additional Needs Policy - Sept. 2014)

The school building is assessed annually to ensure it meets all requirements in line with the disability building regulations. An accessibility plan is developed annually to ensure all changing needs are addressed and as a result the school has been fitted with specialist lighting and clearly demarcated flooring to support our visually impaired users.

Who to contact:

For issues or concerns relating to SEN and inclusion, parents / carers are encouraged to contact the class teacher in the first instance but may directly contact the Inclusion Manager and the SENCo.

The Inclusion Leader at Warmsworth Primary School is Mrs Train and she has SENCo responsibility for the whole school and manages support for our pupils in Year 2 to Year 6. Mrs Berry is the SENCo for Foundation Stage and Year 1. Both Mrs Train and Mrs Berry may be contacted at the school on 01302 852200.

For any Safeguarding concerns please contact the Named Person for: Safeguarding/Children in Care (Mrs Marshall - Headteacher/ Mrs Train - Deputy Headteacher) or the Named Governor with a responsibility for SEND (Mrs Hemsworth - Chair of Governors)

Other Useful Contacts :

- Educational Psychology Service - 01302 737291
- Local Authority SEN Team - 01302 737209
- Attendance and Pupil Welfare Service - 01302 737235
- School Nursing Service - 01709 856526
- Parent Partnership - 01302 736920
- Integrated Family Support Service - 01302 367739
- Edlington Children's Centre - 01709 864244

Useful Policies

At Warmsworth Primary School we have several policies that directly and indirectly affect pupils with SEN. Many of our policies may be found on our School Website.

Useful Policies / Plans:

- Accessibility Plan
- Admissions Policy
- Attendance Policy
- Behaviour and Rewards Policy
- Disability Equality Duty
- Health and Safety Policy
- Inclusion / Additional Needs Policy
- Intimate Care Policy
- Medical Care Plans
- Restraint Policy
- Single Equality Policy
- Safeguarding Policy

Arrangements for consulting children with SEN and their parents and involving them in their child's education

If there are any concerns regarding the progress a child is making, this will be discussed with parents to discuss. This will be an opportunity to share information and discuss concerns and plan any additional support the child may need. The involvement of outside professionals may also be discussed if it is felt that these would benefit the child.

Parents are actively involved in the planning, target setting and reviewing of progress of pupils who are supported with a SEND Support Plan or Education Health & Care Plan (EHCP) / Statement of SEND.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

We aim to provide every child with high quality teaching and this is monitored by the Senior Leadership Team. Every child's progress is continually monitored by his/her class teacher. Progress of all pupils in Reading, Writing and Maths is reviewed three times a year by the class teacher, subject leaders, SENCo, Inclusion Manager and Headteacher.

Children identified with SEND will usually have a SEND Support Plan (or Individual Education Plan) with targets set that are designed to accelerate learning and close the gap. Progress towards these targets will be reviewed regularly, with the child and their parents, following an 'Assess, Plan, Do, Review' model. These are monitored and evaluated by the SENCo and interventions will be implemented as necessary.

In addition, pupils who currently have an EHC Plan (Statement of SEND) will be formally reviewed at an Annual Review, with the pupil, parents and all adults involved with the child's education.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We aim to make every transition between phases of education as smooth as possible.

Moving from another school :

- The SENCo will liaise with the previous school / setting to ensure approaches and support remains consistent (wherever possible) and arrangements to support the child will be made. Information will be shared and discussed.

Moving year groups within school :

- Teachers have SEN planning meetings to share information on identified pupils. SEN Support Plans (IEPs) are written by the previous teacher towards the end of the Summer Term to ensure consistency as the child moves into the next year group.
- Some children are involved in making a passport to take to their new class, to explain about them and their needs.

Moving to another school :

- If we are provided with the contact details of the new school, the SENCo will contact them and discuss the specific needs of the child and share information, before official documentation is sent to the new school.
- When pupils are leaving Year 6 and transferring into Secondary school, the SENCo and/or Year 5 and Year 6 teachers will discuss the needs and provision for pupils with SEN with the SENCos of the receiving Secondary schools. Information / Support Plans (IEPs) will be shared and discussed.
- Some children are involved in making a passport to take to their new class, to explain about them and their needs.
- If the child has an EHC Plan (statement) the SENCO from the child's preferred secondary school will be invited to the Annual Review Meetings in Year 5 and Year 6.
- Transition opportunities will be provided for all pupils on the transfer to Secondary school and additional visits etc. arranged for pupils with SEN as required.

Approach to teaching children and young people with SEN

We aim to provide high quality teaching for all pupils. The learning is differentiated to meet the specific needs of pupils in the class / group.

Needs may be met through :

- Use of additional adults to support individuals / groups of learners.
- Additional resources to enable children to access learning.
- Engagement with other professionals and outside agencies.
- Provision of additional interventions including support with Speech and Language development, Occupational Therapy and Physiotherapy sessions, Social and Emotional development, Gross and Fine motor skill development.
- Support for the child and their family through the Common Assessment Framework (CAF) as necessary.
- Additional support through home learning tasks, home learning club etc.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

We aim to adapt the curriculum wherever necessary to ensure it can be accessed by all pupils. This may be achieved through use of adaptive resources or altering tasks to ensure all pupils can access learning appropriately. This may also involve adaptations being made to the learning environment, such as specialist lighting, markings on floorings etc, as far as this is practical to do so.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

To ensure all staff are equipped to adapt the curriculum appropriately, teaching and support staff are trained in SEND issues, such as Dyslexia, Dyspraxia, Autistic Spectrum Disorder, Attention Deficit and Hyperactivity Disorder, Visual, Physical and Hearing Impairments etc. Depending on the needs of pupils within each class, relevant staff attend additional training run by outside agencies and liaise with other professionals.

Evaluating the effectiveness of the provision made for children and young people with SEN

The Headteacher and Inclusion Leader decide how to allocate money received from the Local Authority to support the learning of pupils with SEND, in consultation with staff and governors. This then informs the provision and training needs that need to be provided for pupils and staff. This is recorded on a whole school provision map which identifies all additional support provided across school and is evaluated and reviewed regularly. The effectiveness of this training and interventions is then evaluated in terms of progress made by individuals or groups of pupils.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

We aim to provide an accessible curriculum for all pupils, regardless of their individual needs. We employ a range of strategies and resources to enable this to happen, alongside high quality teaching for all pupils.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

The Emotional and Social development of every child is fostered through the ethos of the school. We implement the Social and Emotional Aspects of Learning (SEAL) programme across the school to promote positive attitudes and well being.

In addition we provide additional support for identified pupils :

- Social, Emotional and Behavioural support on a 1 to 1 or small group basis.
- Social and emotional skills development for identified pupils at lunchtime
- A vocational gardening team to develop responsibility and co-operation.

Further interventions may be implemented as the needs of children are identified.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

We actively engage with other professionals and outside agencies including :

- Educational Psychology Service
- Social Care
- Support services for pupils with Visual Impairment, Hearing Impairment, Physical Impairment, Autistic Spectrum Disorder etc.
- Parent Partnership Service
- Outreach Support from Special Schools
- School Nursing Service
- Child Epilepsy Nurses
- Child Diabetic Nurses
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services
- Edlington and Balby Children's Centres
- Banardos
- Open Minds
- Stronger Families

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

The provision made for all children, including those with SEND, is carefully planned and mapped out with a focus on enabling children to achieve their full potential and planned outcomes.

If you feel that you would like to discuss the provision in place for your child then please contact the SENCO, Mrs Train or Mrs Berry.

If you still need to discuss concerns, then you can ask for further appointment with the Headteacher, Mrs Marshall.

Please see the school Complaints Policy for any further information - copies available from the school office.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

What is the Local Offer?

- In accordance with the Children and Families Act 2014, Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Local Authority has gathered information from a variety of providers, including schools, about the services on offer in the local area.

This School SEN Information Report utilises the Local Authorities 'Local Offer' to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

To view the Doncaster's 'Local Offer' please view;

<http://www.doncasterchildrenandfamilies.info/disabilities.html>