

SEND Information Report

Please click in a box to find out more...

The types of SEND that are provided

Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO

Arrangements for consulting young people with SEND and their parents to involve them in the education process

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

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.

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

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

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 SEND and measures to prevent bullying

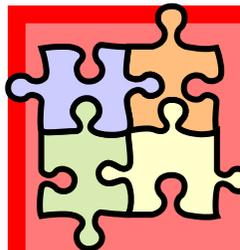
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN

Arrangements for handling complaints from parents of children with SEND about provision in the school

The approach for teaching children with SEND

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

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



Defining Special Educational Needs

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 others of the same age, or
- * Has 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 or mainstream post-16 institutions.

Identifying Special Educational Needs

There are 4 broad areas of SEND:

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

Communication and Interaction needs

A child may have a difficulty, delay or disorder in one or more of the following areas: saying what they want to; understanding what is being said to them; maintaining attention; or they may not understand and use social rules of communication. This area of need includes pupils on the Autistic Spectrum.

The types of SEND that are provided for...

[Click here to find out more!](#)

Social, Emotional and Mental Health difficulties

A child may have difficulties with their social and emotional development which may include anxiety, attachment disorders, depression or issues with self-image etc. This area of need includes pupils with Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder.

Cognition and Learning needs

A child may have a significant difficulty, delay or disorder affecting the skills needed for effective learning. This area of need includes pupils with moderate and severe learning difficulties, and specific learning difficulties such as dyslexia.

Sensory and/or physical needs

A child may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration. This area of need includes pupils with vision or hearing impairments and physical disabilities.

Communication and Interaction needs

Additional individual or group support

- ◆ Speech and Language Therapy activities led by a trained TA, as advised by a Speech and Language Therapist
- ◆ Phonic Intervention
- ◆ Social skills groups or Lego Therapy

Specialist support

- ◆ Referral to the Speech and Language Therapy service
- ◆ Referral to the County Inclusion Support Service (CISS)
- ◆ Referral to Educational Psychologist (EP) and request for an Education, Health and Care Plan (EHCP) assessment if needed

Cognition and Learning needs

Additional individual or group support

- ◆ Precision teaching , Literacy Intervention , TRUGs
- ◆ Write From The Start handwriting programme
- ◆ Nessy Reading and Spelling program, AcceleRead AcceleWrite
- ◆ Finger Gym/ Gym Trail
- ◆ Easy Type spelling & typing programme
- ◆ Clicker 6 and other alternatives to written recording
- ◆ Numicon and Catch Up Numeracy®

Specialist support

- ◆ Referral to Dyslexia Outreach Service
- ◆ Referral to EP and request for EHCP assessment if needed

Social, Emotional and Mental Health difficulties

Additional individual or group support

- ◆ Pastoral support including the CAF/ TAC process
- ◆ Emotional Literacy Support Assistant (ELSA) or Learning Mentor
- ◆ lunchtime Nurture group (The Den)

Specialist support

- ◆ Referral to the Access and Assessment team (previously CAMHS)
- ◆ Referral to the County Inclusion Support Service (CISS)
- ◆ Referral to EP and request for EHCP assessment if needed

Examples of individual and small group interventions and specialist support to access.

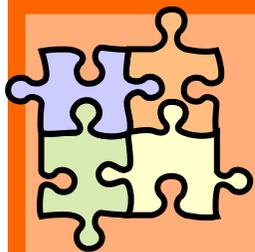
Sensory and/or Physical needs

Additional individual or group support

- ◆ Modification of routines and environment as required and within establishment limits
- ◆ Access to activities, therapy, resources and physical aids as suggested by Physiotherapy or Occupational Therapy services

Specialist support

- ◆ Referral to Advisory Teachers for hearing or visual impairments
- ◆ Referral to EP and request for EHCP assessment if needed



SEN Team

SENCo: Mrs S Temple BA (QTS) Hons
Contact the school on (01787) 373489
Email: STemple@wellshallprimary.co.uk

SEN Team

Assistant SENCo: Mrs E Arron BA Hons
Contact the school on (01787) 373489
Email: EArron@wellshallprimary.co.uk

What should I do if I think my child has SEND?

In the first instance, speak with your child's class teacher. A meeting can then be arranged to include a member of the SEN team.

An Initial Concerns Checklist can be used to collate assessment data and observations.

Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO

The Special Educational Needs and Disabilities (SEND) Policy (updated November 2017)

can be found on our website: www.wellshall.co.uk

How does the school know if pupils need extra help?

- Regular monitoring of progress
- Assessments
- Concerns raised by parents or members of staff.
- Liaison with external agencies/ professionals
- Health diagnosis

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to the Accessibility Plan, Supporting Pupils at School with Medical Conditions, curriculum policies and policies for safeguarding and behaviour.



How will I be involved in discussions about, and planning for, my child's education?

Our aim is to have positive and informative relationships with parents. As well as reviewing progress with you, we will involve you in setting new targets, identifying your child's strengths and difficulties, and the strategies and resources that will help overcome your child's barriers to learning.

Parental consent and contributions form part of all referrals made to specialist services.

How will I know how my child is doing?

You will be invited to a meeting with your child's class teacher at least once a term to review progress.

It is often useful for parents to share with class teachers, any educational difficulties they, or other family members have.

Arrangements for consulting young people with SEND, and their parents, and involving them in their education

How will I know that the school will support my child?

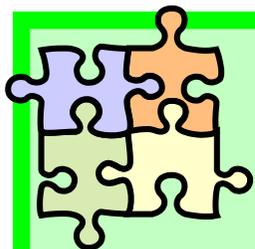
You will be involved in regular discussions about the support your child is receiving and its impact. There are three tiers of support that can be offered:

- * Universal Support is offered to all pupils using high quality teaching strategies and resources;
- * Some pupils will benefit from Targeted Support by a trained adult. This is provided for individuals and small groups of children to close identified skills or knowledge gaps.
- * A very small number of pupils will need Specialised Support. This is highly personalised to the pupil's needs. It also often requires additional training or advice for staff from other professionals.

How will my child be involved in discussions about their education?

Pupil Passports will be completed with your child to help identify what is important to them now, and in the future; what they are good at; what they find difficult; how best to support and/or communicate with them.

Depending on the child's age, and their interest, they may also be invited to attend all or part of review meetings.



Pupil progress data from the school's tracking system is updated and analysed every term.

In addition, a variety of specific standardised or diagnostic assessments can be used e.g. Salford Reading Test, Renfrew Language Scales, Phonological Screening Assessment, PhAB, BPV Scale. We can also use the Pupil Profile from Suffolk Learning to provide a more detailed picture of a child's needs.

Pupil progress meetings held between the class teacher and a member of the Senior Leadership Team every term.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include opportunities available to work with parents and young people as part of this assessment and review.

Teacher, peer and self assessments during lessons to check progress and plan the next steps.

Parents and pupils views are captured on Pupil Passports as an important part of the termly Assess—Plan—Do—Review graduated approach. Targets are set and reviewed termly.

Annual Review meetings with parents for children with Education, Health and Care Plans. Pupils can attend all or part as appropriate. Parent and pupil views are an important part of the Annual Review process. Parents contribute to the formation of targets at this, and interim, meetings.

Baseline assessments on entry to Reception and formal assessments at the end of Key Stage 1 and 2.



Close links with local pre-school settings, e.g. children have transition visits before starting school, liaison between pre-school and school staff to discuss children's needs and share paperwork, additional visits arranged as needed.

'Pass up' meetings held between class teachers at the end of the school year.

Transfer mornings in July to meet new class teacher and additional visits if needed.

**How will the school support my child in starting school and moving on?
Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.**

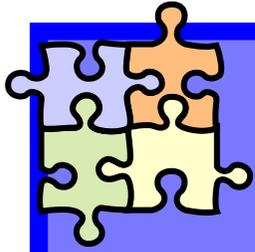
Pupil Passports reviewed in July will include any necessary recommendations for the new school year.

Close links with Secondary Schools, in particular Thomas Gainsborough School.

- * Visits by Secondary School staff prior to transfer.
- * Curricular activities and transfer days.
- * Additional visits if needed.

Transition Annual Reviews for children with EHC Plans.

Transition support from outside agencies, e.g. County Inclusion Support Service; Looked After Children Educational Support Service.



High quality teaching in the classroom is our most powerful tool to ensure each and every child makes progress.

High quality teaching is differentiated and personalised to meet pupils' individual needs.

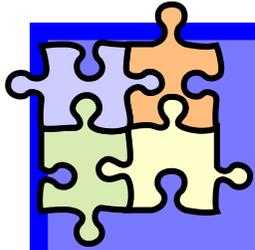
Sometimes, children need more targeted small group interventions where misconceptions and gaps in pupils knowledge and skills are closed using high quality programmes and resources.

The approach for teaching children with SEND (1) Quality First Teaching

Creative adaptations are made to teaching and learning which enables children with SEND to learn inclusively and meaningfully alongside their peers.

Every teacher is a teacher of every child, including those with SEND. Class teachers can seek advice, as needed, from the SEN team. This includes identifying and acting on any training needs.

Inclusive strategies that effectively support children with SEND benefit all children within a class.



The learning needs of all pupils are met, first and foremost, through high quality teaching by the teacher. Teachers try to spend at least as much time working with pupils with Special Educational Needs as others.

TAs work with a range of pupils within the class and supplement and extend teachers' work, rather than replace them. Support for specific individuals or groups is structured so it helps them access general classroom teaching.

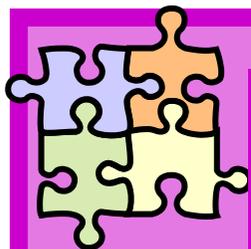
Teaching Assistants aim to ensure pupils retain ownership over their learning and responsibility for their work.

The approach for teaching children with SEND (2) Developing independence in learning and maximising use of Teaching Assistants (TAs)

TAs are confident in their role and have good subject knowledge. TAs have been trained in 'effective questioning' and good questioning skills inform their interactions with pupils.

TAs aim to provide the right amount of support at the right time. TAs actively look for opportunities to allow pupils to attempt parts of tasks independently and to experience a healthy mix of success and challenge.

To further enhance our practice, in January 2018, Wells Hall joined the Maximising the Impact of Teaching Assistants project.



All work within a lesson is pitched at an appropriate level so that all pupils are able to access teaching and learning activities according to their specific needs and regardless of ability or starting points.

The SEN team make all staff aware of the needs of pupils with SEND so that this information can be used to inform planning and classroom organisation. Termly Pupil Passports identify strategies and resources that support each individual child to access the curriculum.

Advice contained in reports from other professionals, e.g. occupational therapists, is followed.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

All our classrooms are inclusion-friendly. We aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. e.g. breaking tasks down using Task Cards and using visual, tactile and concrete resources such as Numicon in Maths.

All our children have equal access to clubs. The necessary adjustments are made to meet any physical and/or learning needs. Sometimes a club may be recommended when a child has shown a particular aptitude or interest.

Class trips and outings are part of our curriculum and no child is excluded because of SEN, disability or medical condition.

The school is disability-friendly. For example, the building is on one level, corridors are wide and we have an easy access toilet.

What training have staff supporting pupils with SEND received?

Training sessions for staff have included Dyslexia Friendly Classrooms, Alternative Methods of Recording, Using Numicon, Clicker 6, Basic Makaton, PECS, Emotional Literacy Support and supporting children with ASD.

Additionally, the SENCo has completed further Dyslexia awareness training and the Assistant SENCo, Learning Mentors and ELSAs have attended Mental Health awareness training with Suffolk Mind.

Training needs for staff are identified through observation and monitoring exercises, in pupil progress meetings or in discussion with the SEN team.

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

Some of our Teaching Assistants have ELKLAN training which helps them to support children with communication difficulties. Some TAs have expertise in other areas or specific interventions e.g. Catch Up® Numeracy, Talkboost.

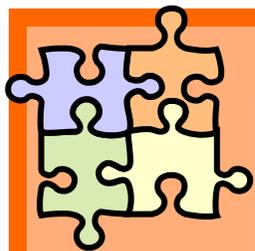
The SENCo and Assistant SENCo are experienced in their roles and can offer training, advice, additional information or resources to staff, as well as sharing external training opportunities.

What specialist services or expertise are available?

Community Educational Psychology Service, County Inclusion Support Service (CISS), Speech and Language Therapy, Occupational Therapy and Physiotherapy Services. Also the Primary Mental Health Team.

How is specialist expertise secured?

The school is able to make referrals for advice as needed.



Pupils and parents contribute to Pupil Passports. These are central to the target setting and review cycle.

Class teachers invite parents in to discuss progress and provision termly.

Assessments and Pupil Confidence questionnaires are carried out at the start and end of Interventions so that the effectiveness of Intervention programmes can be monitored by the SEN Team.

The Senior Leadership Team hold termly progress meetings with class teachers to discuss the progress of pupils, effectiveness of strategies and provision in place.

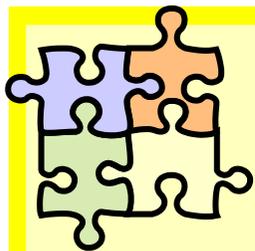
Evaluating the effectiveness of the provision made for children and young people with SEN

Effective use of the TA is monitored as part of the classroom observations carried out by the Senior Leadership Team.

SEND pupils identified on the school's tracking system and progress data analysed every term.

SEND policy reviewed annually with parents, staff and governors. Termly meeting with SEND governor (Mrs Sally Wade) to discuss SEND progress and effectiveness of provision.

Use of 'Analysing School Performance' data to compare school performance with that of the cluster, locality and nationally.



We have a whole school approach to Quality First Teaching, enabling all children with SEND to engage in activities alongside their peers.

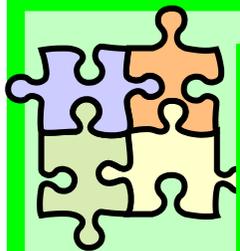
How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

We provide additional support so all pupils can be involved as fully as possible in educational visits and residential trips.

Accessibility is carefully considered during the planning stage.

Quality First Teaching involves:

- * High expectations
- * Access to a varied and stimulating curriculum
- * Individualised teaching approaches
- * Good use of visual and practical learning
- * A range of technology
- * Ability grouping
- * Small group support
- * Clear verbal instructions/explanations which can be simplified
- * Appropriate quality resources
- * Teaching Assistants in class
- * Modification, where appropriate, of organisation/routine/environment to meet sensory and physical needs
- * Access to additional pastoral support to meet social, emotional and mental health needs.



The Den is a lunchtime nurture group for those pupils who find playtimes difficult or struggle socially.

Two Learning Mentors and two Emotional Literacy Support Assistants are available to work with children 1:1 or in a small group. All four have received appropriate training from an Educational Psychologist.

Social skills and self-esteem programmes can be provided for small groups or individuals.

Pupils views are recorded on pupil passports.

We create 'safe spaces' in school to support children as necessary, and when needed.

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 SEND and measures to prevent bullying

Assemblies and PSHCE address issues around bullying.

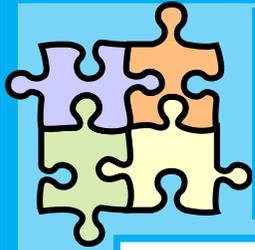
Cyber-bullying is covered in e-safety teaching as part of the Computing curriculum.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and followed by all staff.

All staff have a responsibility to promote and safeguard pupils emotional and social development. Systems in place to listen and respond to pupils views and concerns include weekly School Council meetings. Class worry boxes or individual worry books can also be introduced.

Staff model treating everyone fairly and with respect.

Good attendance is encouraged and rewarded. Regular monitoring allows us to take appropriate action to prevent prolonged unauthorised absence.



CAF referrals can be made when further support for a family may be helpful.

The school or parents can contact the School Nursing Team.
Tel No: 01787 886300

Referrals can be made to the County Inclusion Support Service (CISS). CISS then work with staff to support pupils who have a diagnosis of an Autistic Spectrum Disorder, or pupils that have traits of ASD (but no diagnosis), social and communication difficulties, social, emotional and mental health difficulties and all associated behaviours.

The Speech and Language Therapy service can train staff and advise on strategies and programmes for children they have assessed. The School also promotes the monthly Speech and Language drop-in clinic, held at the Health Centre in Sudbury, catering for 3 to 5 1/2 year olds .

The Parenting Hub at Cornfields Children's Centre offers parenting advice and support. More information can be found at:
www.suffolk.gov.uk/theparenthub

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 SEND and supporting their families

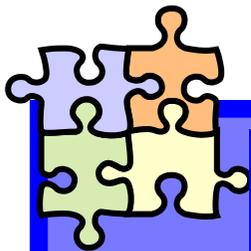
Advice from Outreach Services, specialist teachers/support staff in meeting specific needs.

Guidance from Occupational Therapy and/or Physiotherapy on the use of specialist equipment and programmes to meet the needs of specific pupils with sensory and physical needs.

A Primary Mental Health worker can be contacted for support and advice as needed.

Support from Local Authority services sought when required for training and advice.

The Looked After Children Education Support Services can offer advice to school staff in supporting those children in the care of the Local Authority.



If you have any concerns about your child's learning and/or provision, you should contact his/her class teacher in the first instance.

Parents may request a discussion or meeting to include a member of the SEN team.

If you are not satisfied that your concern has been addressed, speak to the Head Teacher. If you are still not satisfied, ask for the Chair of Governors.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Arrangements for handling complaints from parents of children with SEND about provision in the school

If you do not feel the issues around your child and their Special Educational Needs have been resolved, then contact the Senior Special Needs Officer. Please contact the school for details.

You can contact the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS, formerly Parent Partnership) as an independent organisation.
Tel. No: 01473 265210