



Wimborne First School – School Information Report 2018

At Wimborne First School we believe that each child is unique and we strive to promote an inclusive and caring community within our school, especially when it comes to Special Educational Needs and Disabilities (SEND). We value each child equally and understand the importance of showing flexibility and adaptability to our teaching approaches to ensure that we can remove the barriers to learning that children with SEND may face. We aim to ensure that every child is able to access the learning they need to be successful.

<p>How does the school know if my child needs extra help?</p>	<ul style="list-style-type: none"> • All children are assessed every half term and results are recorded into a central database. Progress is then tracked by the Class Teacher and overseen by the Senior Management Team. • Information passed on from previous settings is used. • Parent consultations are held termly to discuss progress. • Team Around the Family Meetings with the Inclusion Leader and all agencies working with the family may take place. • Formal/informal observations by the Inclusion Leader. • Regular Staff and Team meetings, where any cause for concerns are raised and passed to the school Inclusion Leader. • Termly formal spelling and reading tests (Helen Arkell Spelling Test & Salford Reading Test) • Specialist diagnostic testing which includes early dyslexia screening. • Information received from parents and professionals. <p>Please see our SEND policy on the website for further details of how children with SEND are identified and assessed. http://www.wimbornefirst.dorset.sch.uk/key-documents/school-policies</p>
<p>Who should I talk to if I think my child may have additional needs?</p>	<p>In the first instance it is always best to approach the Class Teacher with any SEND concerns. They will then pass these concerns to the Inclusion Leader via a 'cause for concern' form. However you can always arrange an appointment with the Inclusion Leader directly, through the school office if you feel your concerns are not being addressed sufficiently.</p> <p>If the school has a concern regarding SEND and your child then the Class Teacher will arrange an informal meeting with you to discuss any concerns at the earliest available opportunity. If necessary a</p>

	<p>further meeting will be arranged which may include the Inclusion Leader, Key Stage leader, Headteacher or an external agency.</p> <p>The Inclusion Leader for our school is Emma Harmer Tel: 01202 882532 Email: senco@wimbornefirst.dorset.sch.uk.</p> <p>Wimborne provides a range of opportunities for parents to consult with school staff. This could be during the twice yearly parent consultations, School Support Plan meetings, using home school communication books and Annual Reviews.</p>
What support is available for children with SEND?	<p>At Wimborne First School we have supported children with a wide range of SEND. These have included Dyslexia, Dyspraxia, Speech and Language difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD), Oppositional Defiance Disorder (ODD), sensory processing difficulties, hypermobility, hearing loss, epilepsy and other specific medical conditions,</p> <p>Over the last year we have been able to offer a wide range of support within school including:</p> <ul style="list-style-type: none">• Quality First Teaching in all classrooms.• Differentiated learning objectives where necessary.• Booster groups including Maths, Reading and Phonics.• ‘Write from the Start’ handwriting scheme• Emotional literacy/nurture support groups. These groups are with a trained Teaching Assistant to provide emotional and social skills support including self-esteem, anger management, friendships and bereavement.• 1:1 ‘Drawing and Talking’ therapy.• Motor control groups for gross and fine motor skills support.• ‘Mindful Movement’ yoga and relaxation sessions.

	<ul style="list-style-type: none"> • Individual Speech and Language sessions. • Specialist teaching and assessment including early Dyslexia screening. • ICT programmes including 'number shark' and 'word shark'. • Fischer Family Trust one to one Literacy Intervention. • Writing slopes, wobble cushions, pencil grips and fiddly fingers resources. • Tailored sensory sessions and resources. • Individual work stations. • Reward schemes. • Visual aids. • Home/school communication books. <p>In 2015, OFSTED reported that 'Disabled pupils and those with special educational needs make good progress because the support they receive is carefully planned and it meets their needs well'.</p>
<p>How is extra support allocated to children with SEND?</p>	<p>Children are continually monitored and their progress is carefully tracked and reviewed using a school computer tracking system. Types of support will be allocated based on advice from external agencies and in consultation with parents, Class Teacher and the Inclusion Leader.</p> <p>If a child is identified as requiring SEND support they will be placed on the SEND register. They will then receive an individual SEND School Support Plan (SSP) which will detail any additional individualised support that may be required for them and their targets for the coming term. These will be created in consultation with parents and wherever possible the child.</p> <p>If a child requires a higher level of support than can be offered by school alone, then a request will be made for an Education Health Care Plan (EHCP). These are issued by the Local Authority to children whose difficulties are felt to be severe, long term and complex. If it is felt that your child requires one of these plans then it will be discussed with yourself and professionals in a formal meeting.</p> <p>At the end of last year, 9% of children at WFS were registered as having SEND and 2.7% of children had been issued with an Education Health Care Plan (June 2018).</p>

<p>How does the school review/evaluate its SEND support?</p>	<p>Class Teachers detail all additional support taking place within their class every half term. This information is scrutinised by the Inclusion Leader and Assistant Headteacher against the children's ongoing progress. A half termly meeting then takes place to review these provisions and adapt them if necessary.</p> <p>School Support Plans (SSP's) are reviewed every term and evidence towards the child's targets is collated. This is shared with the Inclusion Leader and parents/carers. Then either new targets are set, or if a target is not achieved a discussion takes place as to what additional support and strategies are needed to make it successful.</p> <p>The Inclusion Leader also undertakes termly review meetings with the ELSA/Nurture and Speech and Language TAs to discuss progress of the children being supported and assessment opportunities.</p> <p>All children with an Education Health and Care Plan have learning journals completed for them which documents their progress towards their EHCP outcomes and these are reviewed termly by the Inclusion Leader.</p> <p>In addition, the Senior Leadership Team regularly monitors classroom practice through a variety of methods: work scrutiny, planning scrutiny and classroom observations.</p> <p>The Inclusion Leader presents a Termly SEND update report to the Governing Body and regularly meets with the SEND link Governor – Linda Goddard to discuss progress within the school.</p>
<p>Who are the people providing services to children with SEND?</p>	<p>Within school we have a</p> <ul style="list-style-type: none"> • Qualified SENCo • Specialist Teacher with a Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties • Emotional Literacy Support Assistant • Special Educational Needs Teaching Assistants supported through various training

	<ul style="list-style-type: none"> • A trained Nurture Network Higher Level Teaching Assistant • 'ELKLAN' trained Speech and Language Teaching Assistant • Learn to Move trained Teaching Assistant <p>All staff at WFS are supported with the needs of new children with SEND entering the school. This can include training from specialist agencies, as well as from the SENCo or other staff with relevant experience. Staff are also encouraged to seek out training opportunities and this is discussed during performance management reviews.</p> <p>Over the last year staff have completed training on a range SEND topics such as 'Ready, Steady, Write...strategies to support the development of handwriting', sensory profiles, motor skills support, Fischer Family Trust Wave 3 Literacy Intervention and 'drawing and talking: a therapeutic method'.</p> <p>We have also been supported by the following external agencies</p> <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language Therapist • Behaviour Support Service • Special Educational Needs Specialist Service • Dorset Family Partnership Zone • Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) • Occupational Therapist • School/Nursery Nurse • Child and Adolescent Mental Health Service – Learning Disability Team • Attendance Team at Dorset County Council
<p>What support is available to parents of children with SEND?</p>	<p>We have a range of practical resources within school that can be shared with parents to support them in the home such as reward charts, visual supports and social stories. We also have close links with several services that support parents. These include;</p> <ul style="list-style-type: none"> • Family Partnership Zones (offer family support, home visits and parenting advice).

	<ul style="list-style-type: none"> • Dorset Family Information Service (offer information and guidance to help children, young people and their families, including information about schools). • Dorset SENDIASS (offer independent information and support to parents and carers of children with special educational needs). • Dorset Parent Carer Council (run by parents of children with disabilities for parents). • Dorset Families Matter Programme (support for families who experience many complex challenges to help them improve their well-being). <p>Please see our website for contact details.</p>
<p>How is my child involved in this process?</p>	<ul style="list-style-type: none"> • All children with SEND create their own 'one page pupil profile' where they can share their likes, dislikes and how they can be supported. • Wherever appropriate we share targets from the School Support Plans with the children and ensure they are aware of the support they will receive in school. • We always invite our children with an Education, Health and Care Plan to be part of their Annual Review process and a trusted adult will spend time supporting them to share their views about school via a child friendly questionnaire which forms part of the review. • All our Annual Reviews are run in a Person Centred format and the children are encouraged to attend these and help us to plan them, for example the children will choose music to be played and the snacks for everyone attending. They are encouraged to contribute during the review and listen to all their achievements over the last year. • We complete child voice questionnaires on interventions the children have received to seek their views on what they feel has been helpful.
<p>How is the school accessible to children with SEND?</p>	<p>Wimborne First School adheres to an Accessibility Plan, which sets out how the school will increase access to the curriculum for disabled pupils, improve the physical environment of the school to increase access for disabled pupils and make written information more accessible to disabled pupils by providing information in a range of different ways.</p>

	<p>Within school, each child's needs (depending on severity) will be individually assessed and catered for appropriately wherever possible, to ensure that they can achieve their best in all aspects of school life. We have previously been able to accommodate children with hearing, sight and physical disabilities. We have a wheelchair accessible toilet and shower room, ramps (although all areas of the school are ground floor and wheelchair accessible) and acoustic panelling within some classrooms to reduce peripheral noise.</p> <p>Wherever possible we aim for all children to be included on our class and whole school trips. Therefore we carefully plan our provision to provide the necessary support to any children with SEND to access the trip. A comprehensive risk assessment is always undertaken prior to any offsite activity to ensure that everyone's health and safety is not be compromised.</p> <p>Personal Evacuation Plans are completed by our Site Manager, Mr Best, for any children with additional needs to ensure they are kept safe during an evacuation of the school. These are reviewed annually or as and when required.</p> <p>For more detailed information please see our Accessibility Policy on the school website. http://www.wimbornefirst.dorset.sch.uk/key-documents/school-policies</p>
<p>How does the school support children with transition to another class/school/setting?</p>	<ul style="list-style-type: none"> • Specific transition meetings for children with SEND are always held within school amongst teaching staff. • Paperwork is held centrally and overseen by the Inclusion Leader and passed on confidentially. • Review meetings are planned with parents and external agencies where necessary before transition takes place. • Additional visits, nurture and ELSA sessions take place to support transition between classes and different schools. • Meetings with Early Years settings, observations of children and stay and play sessions. • Social stories support and 'passports' to the next class that are shared with parents/carers. • Regular SENCo pyramid meetings with other local schools.

<p>Who should I speak to if I have a complaint about the SEND support for my child?</p>	<p>At WFS we always strive to do our best for every child with SEND. However if a parent is unhappy with the support being offered then it is always best to first speak with their Class Teacher, as it may be an issue that can quickly be resolved. If a parent is not satisfied with the outcome of this conversation or continues to have concerns then it is best to make an appointment to speak with Mrs Harmer, our Inclusion Leader.</p> <p>If a parent wishes to make a formal complaint then they will need to speak directly with the Headteacher, either, in person, by telephone or in writing.</p> <p>For more detailed information on how to make a complaint please see our Complaints Policy on the school website. http://www.wimbornefirst.dorset.sch.uk/key-documents/school-policies</p>
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Emma Harmer
September 2018