



Warden Park Primary Academy

SEND Information Report

1. About this report

The Children and Families Act (2014) states that all schools and academies must publish a Special Educational Needs (SEN) Information Report every year. This report explains how we meet the needs of children with SEN. It is published on the Academy website and as part of the West Sussex Local Offer (West Sussex County Council SEND Local Offer). This report complements the Academy SEND Policy.

2. Who do I contact about my child's SEN?

Your first point of contact regarding a child's progress is the class teacher. A meeting with the Academy Special Educational Needs Co-Ordinator (SENCO) can also be requested at any time.

The table below indicates key contacts in the Academy:

Head Teacher	Mr Steve Davis
Special Educational Needs Co-Ordinator (SENCo)	Ms Angela Baxter
Chair of Governors	Mrs Esther Gunter
Nominated SEN Governor	Mrs Jenny Pearman
Designated Safeguarding Lead	Mr Steve Davis
Designated Teacher (Looked After Children)	Mr Steve Davis

Contact Details: office@wardenparkprimary.co.uk Telephone: 01444 451264

3. Which children does the Academy provide for?

Warden Park Primary Academy caters for children from 2-11, in Nursery and Reception classes followed by Years 1-6. We are committed to meeting the needs of all pupils including those with special educational needs and disabilities. The needs of children in the Academy are met through quality first inclusive classroom teaching, with in class support, 1:1 or small group intervention and external agency support as appropriate. This support is designed to remove barriers to learning and allow pupils to reach their full potential, promoting independence, creativity and resilience.

Warden Park Primary Academy is an inclusive school and offers provision to support pupils with all types of special needs. These areas of difficulty are described in the SEN Code of Practice as

- **Communication and interaction** This includes speech, language and communication needs and Autistic Spectrum Condition needs.

- **Cognition and learning** This includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health** Difficulties in this area may manifest themselves in many different ways, such as through challenging behaviour or becoming withdrawn. This area also includes Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) and attachment disorder.
- **Sensory and physical** This area includes children with Visual Impairment (VI), Hearing Impairment (HI), Multi-sensory Impairment (MSI) and Physical Disability (PD).

These categories describe four broad areas of need; at WPPA we strive to meet the individual needs of the whole child.

4. Summary of how the academy meets the needs of children with SEND.

At WPPA, we are committed to providing inclusive, quality first teaching to meet the needs of every pupil, through a differentiated, balanced, and broad curriculum. The needs and progress of all children are monitored closely through the cycle of Assess, Plan, Do, Review outlined in the SEN Code of Practice. When additional teaching is required, children are provided with short interventions based upon their needs and gaps in learning and progress. Where additional support is needed over a significant period of time, an Individual Learning Plan is written by the class teacher to identify clear and measurable targets for children and strategies for achieving the targets. These plans are shared with children and parents. Children are expected to have a clear understanding of their targets and how they are working towards them and parents are encouraged to support their child's learning at home.

5. How are SEND identified?

We aim to identify SEN as early as possible to ensure the best possible outcomes for children. A pupil is identified as having SEN if they have greater difficulty learning than the majority of their peers, or have an identified learning difficulty which prevents them from learning at the same rate as the majority of their peers. Pupils with SEN usually require provision which is additional to and different from the provision in place for most other pupils.

Regular and rigorous monitoring of progress and attainment means that we are able to identify pupils who are:

- Progressing more slowly than their peers, starting from the same baseline
- Not maintaining previous rates of progress
- Not closing the gap between their attainment and that of their peers

Slow progress and low attainment do not necessarily mean a pupil has SEN. In order to gain a full understanding of a pupil's needs and difficulties, the SENCO works with class teachers to carry out a full range of assessments. Parents and carers are also consulted and external agency advice is sought where appropriate.

Where children are receiving consistent and ongoing SEN, this is recorded on the academy SEN register. Parents and carers are informed when their child is on the SEN register, and are invited to regular SEN drop in meetings to discuss their child's needs and progress.

Where, despite early identification and the best endeavours of the Academy to meet the needs of a child, progress is still slow and a high level of support is needed, an Education, Health and Care (EHC) Assessment may be requested from the local authority. All EHC Needs Assessments are produced with parents and carers.

6. How does the academy teach and support children with SEND?

At WPPA, we strive to meet the learning needs of all pupils through high quality differentiated and personalised teaching and learning. The needs of children with SEND are met in the first instance through this classroom teaching. We use regular and rigorous assessment procedures to set ambitious targets for progress and attainment for all pupils, including pupils with SEND.

We ensure that our classrooms are inclusive and support the learning of children with a range of additional needs. Supportive strategies used in our classrooms include:

- Clear boundaries and expectations for behaviour and learning, supported by our behaviour policy, with rewards and sanctions which are consistent across the school
- A high level of visual support, including visual timetables (both individual and whole class), now and next boards, models and images to support the learning of new concepts
- Explicit teaching of the language and vocabulary related to current learning
- Clear success criteria to ensure that children know what they need to achieve the learning in a task
- The use of modelling and demonstration based on the principle of 'show me, don't tell me'
- The use of peer learning partners to promote learning based talk
- Differentiated entry points to learning tasks, enabling all children to make progress through a lesson.

Where children need catch up teaching or additional teaching to secure their learning, an appropriate intervention will be planned by the class teacher and usually delivered by a Teaching Assistant. These interventions will be short term and have clear measurable targets. Additional interventions may also take place where a pupil has a Speech and Language programme written by a Speech Therapist and delivered by a Teaching Assistant or to support the development of memory skills, social skills or self-esteem. Records are kept of all interventions so that their impact can be measured.

All additional support for children with identified SEN is undertaken within the cycle of Assess, Plan, Do, Review as outlined in the SEN Code of Practice (2014).

Children with Education, Health and Care Plans (EHCPs) are supported and monitored through the Annual Review process. A date is set for the Annual Review with parents and carers, and the local authority notified. All relevant professionals are invited to contribute to the review by attending in person or contributing an up to date written report. The views, wishes and feelings of parents and carers and the child are sought before the meeting and expressed in person in the meeting. All

Annual Review paperwork is submitted to the local authority within 2 weeks of the meeting and shared with parents and carers and all professionals invited to the meeting at this point.

7. How are the curriculum and environment matched to my child's needs?

At WPPA, we provide a broad and balanced curriculum which enables all children to fulfil their potential. The curriculum is adjusted through differentiation to ensure that all children can access learning opportunities and make progress.

The SENCO regularly observes lessons across the school to ensure that reasonable adjustments are in place to support the learning of children with SEND. Class teachers are supported in planning and assessment so that they can provide the highest quality learning opportunities for children with SEND. Personalised provision is made as appropriate to ensure that children with SEND can access the learning in their class and that the environment is supportive of their needs.

8. How are parents and carers involved in reviewing progress and planning support?

At Warden Park Primary Academy we recognise that the best outcomes for children are achieved by working in partnership with parents, carers and wider family networks. We are committed to working in partnership in these ways:

- All parents and carers are invited to a Parents' Consultation meeting termly
- Parents and carers of children with Individual Learning Plans are invited to meet with the SENCO to share the reviewed plans and new targets once a term
- Parents and carers are invited to regular SEN drop ins to discuss concerns about children's additional needs
- When an Education, Health and Care Needs Assessment is requested, parents and carers views and wishes are sought and incorporated into the request
- Parents and carers of children with Education, Health and Care Plans (EHCPs) take part in an Annual Review of the child's progress, alongside the range of professionals involved in supporting the child
- WPPA aims to provide a full range of information and support to parents and carers of children with SEN

9. How are children involved in reviewing progress and planning support?

At Warden Park Primary Academy we strive to enable all learners to become creative, resilient and independent learners. We are committed to involving children with SEND in decisions about their learning and ensure that they have the information and understanding they need to make these decisions.

All pupils have a range of opportunities to take part in reflection on and discussion about their learning, including peer and self-assessment and responding to teacher feedback. In addition, children on the SEN register take an active part in reviewing their Individual Learning Plan targets termly. Children with EHCPs (Education, Health and Care Plans) take an active part in contributing to their Annual Review.

10. How will the academy prepare my child to transfer to the next phase of education/new school?

We recognise that a transition to a new school year or new phase of education can cause particular anxiety for children with SEND and their parents and carers. We ensure that all children are prepared carefully to move to the next year group, through a series of transition afternoons with the new teacher. Children needing 'enhanced' transition may be supported to prepare a transition booklet, which is a visual resource to help the child prepare for this change.

We work closely with local secondary schools to ensure that relevant information is shared to enable the smoothest transition possible from Year 6 to 7.

Children with EHCPs receive support in transition through the Annual Review process.

11. What training do academy staff have?

The quality of classroom teaching and support is crucial to the progress of children with SEN and is an Academy priority. Classroom teaching and learning is monitored by regularly with regard to SEN provision and teachers are supported by the SENCO in providing appropriate learning opportunities.

Whole school training is accessed wherever possible to better support children with SEN. Recent training opportunities have included:

- Speech and Language – communication friendly classrooms and vocabulary teaching
- Managing Behaviour

Small groups or individual teachers and teaching assistants have recently accessed training on:

- Occupational Therapy support
- Sensory Processing
- Supporting children with ASD (Autistic Spectrum Disorder)
- Team Teach (Positive Handling)
- Emotional Literacy

12. How does the academy measure how well it teaches and supports children with SEN?

The learning and progress of all pupils is closely monitored through the use of continuous assessment in class, information systems for data tracking and half termly progress meetings. Where children's progress causes concern, short interventions are implemented. These interventions are reviewed regularly.

Children on the SEN register usually have an Individual Learning Plan (ILP) written by the class teacher and child. The targets on an ILP are reviewed termly by the child and their teacher and new targets set.

13. How accessible is the academy and how does the academy arrange equipment or facilities which children need?

WPPA is fully accessible. The Accessibility Plan is available on our website.

14. EAL

We recognise that children who speak languages other than English add to the cultural diversity and cultural life of WPPA. Children who join the school and learn English as an Additional Language are fully supported in the process. They learn through immersion in the learning in their classes as well as through targeted support to build the necessary language skills to access the curriculum in English. This support can include pre-teaching, to help build the vocabulary needed, and targeted interventions to develop English skills. Alongside this language learning, we value and celebrate the child's home language.

15. How does the academy ensure that children with SEND are included in school trips and other extra-curricular activities?

We are committed to eliminating discrimination and promoting equality of opportunity, and children with SEND are supported to participate in all aspects of life at WPPA. This includes school trips and all other extra-curricular activities.

16. What support does the academy provide to support the social development, mental health and well-being of children with SEND?

At WPPA the well-being of all children is paramount. Social values are explored through whole school and class assemblies. We create a calm, safe and supportive environment in which children learn and grow; teachers use mindfulness techniques in class to promote well-being. Our Pastoral Support Team provides behaviour support throughout the school day and offers emotional and well-being interventions to children who may need more focused support to develop self-esteem, self-awareness or social skills.

We are also able to refer children to external agencies for additional mental health where necessary, such as Time 4 Children or CAMHS (Child and Adolescent Mental Health Service).

17. Which external agencies may be involved with children with SEND?

The Academy works in partnership with external agencies when additional support is required to enable a child to make progress. Referrals to external agencies are made with the permission and support of parents and carers and the outcome of such referrals is shared with parents and carers. Agencies currently involved in supporting children at WPPA are:

- West Sussex Learning and Behaviour Advisory Team
- West Sussex Autism and Social Communication Team
- Speech and Language Therapy Service
- Occupational Health Service
- Sensory Support Service
- Child Development Team

- School Nurse
- Family Support Network
- Educational Psychology Service
- Alternative Provision College (APC) Outreach Team
- Fair Access Team
- Woodlands Meed Alliance (Outreach service)
- Muntham House Outreach Service
- Time 4 Children

We work closely with the local authority to support Looked After Children to ensure the best possible outcomes.

18. Where can I get information, advice or support?

The 'Local Offer' is available here: [West Sussex Local Offer](#)

Impartial advice for children and young people with SEND and parents and carers of children with SEND is available from SENDIAS (Special Educational Needs and Disability Information, Advice and Support Service).

Telephone: **0330 222 8555**

Email: send.ias@westsussex.gov.uk

Website: https://westsussex.local-offer.org/information_pages/423-information-advice-and-support-service-sendias-homepage

Parents and carers can contact the Academy to arrange an appointment with the SENCO at any time.

19. What can I do if I wish to make a complaint?

At WPPA we are committed to resolving disagreements and complaints as swiftly as possible, directly with parents and carers. Further information is available in the Academy's Complaints Policy.

20. Other relevant policies.

Other Academy policies which may contain relevant information for parents and carers of children with SEND are:

Safeguarding Policy

Child Protection Policy

Behaviour Policy

Anti-bullying Policy

Positive Handling Policy

Medicines in School Policy

Attendance Policy

Inclusion Policy

Equal Opportunities Policy

Accessibility Plan

Complaints Policy

Social, Moral, spiritual and cultural assemblies policy

Outdoor Education and Offsite Educational Visits Policy

Code of conduct for parents and guidance on the use of Social Media

Code of conduct for pupils

Code of conduct for staff

Sex and relationships Education Policy

SEN Policy

Data Protection and Information Sharing