

Weston Rhyn Primary School



# **Special Educational Needs and Disability (SEND) Information Report**

September 2023

<b>SEND Information Report</b>		
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## **Aims**

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Weston Rhyn Primary School, we strive to meet the needs of all pupils within our school. Our rich, inclusive and varied curriculum offers every child the opportunities and support to facilitate their learning. All pupils have access to quality first teaching by their class teacher and are valued members of their class.

## **What are the kinds of special educational needs for which provision is made at Weston Rhyn Primary School?**

Our school currently provides additional and/or different provision for a range of needs based upon the 4 Broad Areas of Need. Many children have needs in more than one area, and every child is different; often the area of need given for a particular child is their 'prime' area.

A brief description of the four broad areas of need follows.

### ***Communication and Interaction (CI)***

This area includes speech, language and communication needs (SLCN), which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language. Children with communication and interaction difficulties may or may not also have learning difficulties. This also includes children with Autistic Spectrum Disorder or Asperger's Syndrome

### ***Cognition and Learning (CL)***

This area includes general learning difficulties (which may be moderate or severe), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD).

### ***Social, Emotional and Mental Health Difficulties (SEMH)***

Challenging behaviours are displayed for many reasons, which may be indicative of underlying mental health difficulties or emotional issues. At WESTON RHYN we aim to look for the underlying causes of any difficulties with behaviour and/or emotional state, and aim to support these, rather than just dealing with the presenting behaviour. For some children with SEMH difficulties, the nature of these difficulties will mean that they have learning difficulties, either temporarily or in the long term.

### ***Physical and/or Sensory Need (PSD)***

This area includes sensory impairments, such as visual impairment (VI) and hearing impairment (HI), as well as physical disabilities. Children with these disabilities will usually access support from the specific local team, which may be a combination of education and health services. These children do not necessarily have 'learning difficulties', in that their cognitive functioning may be average or above; some children do have associated learning difficulties.

The table below identifies the areas of need for our pupils (some pupils have more than one area of need hence percentages totalling over 100%).

<b>Primary area of need</b>	<b>SEND support / EHCP</b>
Communication and interaction	28%
Cognition and learning	41%
Social, emotional and mental health	46%
Physical / Sensory	8%

## **Identifying pupils with SEND and assessing their needs**

At Weston Rhyn Primary School we assess the needs of the individual child through observation, a graduated response and working with external agencies (where needed) to identify how best to support them.

Class teachers will make regular assessments of progress for all pupils and identify those 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 SEND.

When deciding 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.

## **Consulting and involving pupils and parents**

If Teachers or Parents/Carers have a concern about a child, the *SEND Lines of Communication for Identification and Assessment of Need* will be followed. Parents/carers can arrange a meeting with the class teacher or SENDCo as needed.

We will have an early discussion with the pupil and their 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
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

If a child is accessing support through Assess, Plan, Do, Review (ADPR), they will be added to the SEND register for the duration of the support being provided. When a child no longer needs a higher level of support to succeed in school, they will be removed from the register. The school are committed to involving parents and carers in every step of their child's education, including all aspects of Special Educational Needs and Disabilities (SEND).

This includes:

- Visits to the school
- Introductory meetings with teachers
- Termly parents evenings
- Termly sharing of Assess Plan Do Review (APDR) targets
- Meetings to discuss findings from outside agencies, including Educational Psychologist
- Early Help meetings (if appropriate)
- Informal meetings with the class teacher / SENDco or Head to discuss a child's needs at request of the parent / school.
- Annual reviews for children with EHCPs / Statements.
- An end of year report

### **Assessing and reviewing pupils' progress towards outcomes**

As part of the Assess, Plan, Do, Review cycle (graduated response) a meeting will be held with teacher, parent and child to set targets and identify provision for support. It is important that this is a collaborative approach to ensure that the targets are achievable and the provision is appropriate for all. ADPRs will be reviewed on a termly basis.

The Class Teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and 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.

## **Supporting pupils moving between phases and preparing for adulthood**

Transition arrangements are made to meet the needs of individual pupils when moving between classes, settings or phases. The SENDCo will communicate with teachers and schools to ensure the handover is completed before the child moves into the new class, setting or phase. A *Personal Provision Map* is completed for every pupil who receives SEND support to aid transitions.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Transition support is developed for individual pupil's and will be discussed and developed with pupils' parents/carers.

## **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 SEND. This will be differentiated for individual pupils.

We will also provide the following learning support where needed:

### ***A fully accessible learning environment indoors and outdoors:***

- Use of appropriate visual timetables
- Access to laptops/tablets
- Key text enlarged where necessary
- Pre-teaching of strategies and vocabulary
- Specialist equipment to access curriculum

### ***Strategies / programmes to support speech and language:***

- Interventions from Speech and Language Therapy Services
- Implementation/delivery of Speech and Language programmes by Teaching Staff in school
- Makaton will be used when advised
- Symbols will be used to aid communication
- PECs will be used when advised

### ***Mentoring activities:***

- We will offer an open door approach for parents to speak with their class teachers
- Children will choose learning partners to support each other during some lessons
- Close liaison with external agencies as far as possible

### ***Access to strategies/programmes to support occupational therapy/ physiotherapy needs:***

- Interventions from an occupational therapist/physiotherapist will be provided as available
- Delivery of planned programmes by Teaching Staff will take place according to needs identified by specialists
- Individual targets will be implemented into class PE/ games sessions where possible
- Physical development learning support group

***Strategies to reduce anxiety/promote emotional wellbeing (including communication with families):***

- Parents will meet with their class teacher every term
- Meetings will be held with the SENDCo where appropriate and necessary
- Individual support for each child by all staff
- Referral to appropriate outside agencies
- Lunchtime clubs/sports clubs
- Parents will be invited to contribute to family learning events
- Home-School Communication book

***Strategies to support/develop literacy skills:***

- Small group support in class
- Access to classic literature
- Small group literacy learning support provided where needed

***Strategies to support/develop numeracy:***

- Small group learning support in class
- Use of apparatus and other practical learning materials to support mathematical knowledge available for all children across all ages
- Practical 'real life' maths and problem solving activities provided within lessons and encouraged across the curriculum

***Strategies to support/modify behaviour:***

- Use of our positive behaviour policy
- Reflective Thinking Time
- Pastoral support programmes
- Home-School Communication book
- Social Skills learning support group

***Provision to facilitate/support access to the curriculum:***

- Quality first teaching for all children
- Resources adapted so they are easily accessible
- Specialist equipment
- Multi-sensory approach
- Additional adult classroom support as needed
- Learning skills learning support group

***Strategies to develop independent learning:***

- Culture of choice and challenge
- Easy access to a wide range of resources
- Ethos of ambition for all, where children are encouraged to 'surprise us'
- Originality and difference will be highly prized

***Support/supervision at unstructured times of the day including personal care:***

- Easy access to toilets from indoors and outdoors
- High ratio of lunchtime play leaders supervising leisure activities
- Peer mediation
- Fully accessible grounds with wide variety of activity choice
- Play time support group

***Planning and assessment:***

- Planning for each child will be led by qualified teachers supported by multi agency teams as necessary in partnership with support staff

- The SENDCO will lead all reviews of individual learning targets and progress
- There will be a strong focus on progress and achievement throughout the school for all children
- Reviews of Education, Health and Care Plans will take place in a timely manner and will incorporate expert advice where necessary

#### ***Access to medical interventions:***

- Support Staff will be trained in Paediatric First Aid
- Individual Health Care Plans will be fully implemented and guidance followed
- Liaison with health visitors, the GP/school nurse and Child and Mental Health advisers will be sought as needed
- Necessary training for staff for particular conditions, eg Type 1 diabetes, will be arranged

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **Additional support for learning**

We have 27 Learning Support Mentors who are trained to deliver in class, small group and 1:1 learning support using carefully designed or selected programmes of support.

We are also able to access the following agencies to provide support for pupils with SEND:

- Occupational Therapy
- BeeU
- Educational Psychologist
- Education, Health Care Needs Assessment
- Speech and Language

### **Expertise and training of staff**

Our Headteacher is a qualified SENDCo and has 7 years' experience working as part of School Leadership Teams.

Our SENDCo has the NASEND coordination qualification, has 12 years' experience in this role and has 19 years of teaching experience.

The SENDCo is allocated 2 days a week to manage SEND provision.

We have a team of 15 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

The SENDCo will lead at least one staff professional development meeting per term to provide training to Class Teachers based upon the identified needs or updates in SEND provision. Support Staff attend staff training led by the SENDCo every half term. This training is developed based upon the needs of the staff and the school

### **Securing equipment and facilities**

We ensure that pupils have access to appropriate facilities and equipment when required and may apply for funding to help facilitate this if needed. Examples of equipment and facilities used throughout the year include:

- Resource boxes made for SALT interventions
- Coloured overlays / coloured workbooks
- Laptops provided for individuals with physical needs.
- Pencil grips / specialised pencils / specialised scissors
- Writing slopes and steps
- Table screens for distraction free working / work stations in class
- Wobble cushions
- Ear defenders for children with noise sensitivity
- Disabled access toilets throughout the school
- Quiet work areas
- Sensory toys

### **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of learning support after 6 weeks
- Recording pupil voice
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCPs

### **Improvements to our support for pupils with SEND this year have included:**

- A continued focus on SEND provision across the school, careful monitoring and evaluation through the 'assess, plan, do, review' process.
- Continuing to work closely with parents to share, inform and co-produce plans for SEND children.
- Securing of funding for several children with SEND, through Education, Health and Care Plans, Graduated Support Pathway and Early Years funding.
- Use of this funding to enable employment of additional staff to support children with complex needs.
- At the end of the year employment of a SENDco to work exclusively on SEND two days per week.



- Close working with the Speech and Language therapy team to advise and support in delivering interventions to specific children.
- Training and Implementation of the KS1 and KS2 Talkboost Speech and Language intervention.
- Purchasing support from the Educational Psychology service to assess children and advise / train school staff.
- Increased liaison with health professionals including mental health support worker, school nurse, health visitor team, occupational therapy and speech and language.

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND.

Please refer to the school's Accessibility Plan for further information regarding access and engagement in school for children with a disability.

### **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be representatives of the school community groups
- Pupils with SEND are encouraged to apply for Pupil Leadership roles

We have a zero tolerance approach to bullying (See school Behaviour and Anti-Bullying Policies).

### **Working with other agencies**

Referrals to external agencies will be made by the SENDCo when required. These include (but are not limited to) Speech and Language, Occupational Therapy, Educational Psychology, BeeU, School Nurse, Health visitor. School strive to work closely with these agencies and parents to ensure joined up working and the best possible outcomes for these children.

## **Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the Class Teacher in the first instance. This will then be referred to the SENDCo Mrs A Taylor or through our school's complaints procedures if necessary.

The parents/carers 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

## **Contact details of support services for parents of pupils with SEND**

Details of services available to parents can be found here: [The SEND local offer | Shropshire Council](#). Our SENDCO can also direct parents/carers to the appropriate agencies.

The Information Advice and support Service (IASS) are available to support families, providing free and impartial support for children and young people aged 0-25 years with special educational needs and disabilities and their parents / carers:

<https://www.cabshropshire.org.uk/shropshire-iass/> Tel: (01743) 280019

## **Contact details for raising concerns**

If you have any concerns about the provision for your child please speak to the school SENDCo Mrs A Taylor, Headteacher Mrs S Bray / Mrs Derham or follow the school's complaints procedures.

## **The local authority local offer**

Our local authority's local offer is published here: [The SEND local offer | Shropshire Council](#)

This links to the SEND policy & accessibility policy.