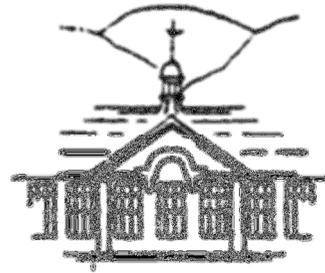


Weston Rhyn Primary School



Annual SEND Information Report

Updated February 2021

Overview

Weston Rhyn Primary School currently has 5 full time classes: Reception/Year 1, Year 1/2, Year 2/3, Year 4/5 and Year 5/6, with a 0.5 teacher (AMs only) teaching Year 1 every morning. This allows Reception, Year 1, Year 2 and Year 3 to be taught in discrete Year groups in the morning. Within our school and we seek to ensure that all children, including those with special educational needs or disabilities (SEND) make expected or better progress in their learning and are fully integrated into the life of the school.

Weston Rhyn School is committed to safeguarding and promoting the welfare of all children and expects all staff (and volunteers) to share the commitment.

We currently have 40 children on our SEN register. We currently have no LAC children, and 1 Post-LAC pupil

Who is responsible for SEN at Weston Rhyn Primary school?

Senco is Mrs R Crowe, is available to discuss SEN needs and appointments can be made, by calling the school office 01691 773429 and can be contacted at Senco@westonrhyn.shropshire.sch.uk

Sen Governor: Wendy Newman

They meet termly for updates and keep the school governing body updated. This forms part of the governor review programme.

Identification and Provision

We provided for pupils under the 4 areas of need as defined in the Special educational Needs and Disability Code of Practice 2014.

1. Communication and interaction (SLCN and ASD)
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

1 a Speech, Language and Communication Needs

How do we identify needs, assess and review progress?	How do we adapt teaching to ensure access to the curriculum?	How do we provide support and intervention for those with identified needs?
<ul style="list-style-type: none"> • During times of transition we find out if a child has had any involvement with SALT (Speech and Language Therapy) or if parents/carers have any concerns. • We observe children in different settings e.g. conversing with peers, siblings, familiar adults. • We regularly review progress to highlight any concerns. • We look at the impact that speech, language and communication needs are having on other areas of the curriculum and the child's general well-being. • We hold termly Pupil Progress meetings, where every pupil is discussed and their progress is tracked. • Provision Maps are used to track intervention • When necessary we will refer pupils to SALT. • Throughout the process, we will consult regularly with parents. 	<ul style="list-style-type: none"> • We will follow advice from external agencies. • Resources will be purchased to support children when necessary. • TAs are deployed according to need and experience. • Additional support is provided during intervention sessions. • Lots of opportunities are planned for speaking and listening activities to allow pupils to practice their skills and learn from adults and other pupils. 	<ul style="list-style-type: none"> • We refer pupils to SALT/Spectra- in consultation with parents/carers. • We arrange reviews as appropriate. • Intervention groups are set up to give children time to develop their speech, language and communication skills. • We provide regular feedback to parents/carers and give parents/carers suggestions of how they can help their child at home. • We can summarise and simplify reports.

1 B Autistic Spectrum Disorder/Condition

How do we identify needs, assess and review progress?	How do we adapt teaching to ensure access to the curriculum?	How do we provide support and intervention for those with identified needs?
<ul style="list-style-type: none"> • During times of transition we ensure information is shared effectively. • We observe children in different settings e.g. conversing with peers, siblings, familiar adults. • We regularly review progress to highlight any concerns. • We look at the impact that ASD may be having on other areas of the curriculum and the child's general well being. • Provision Maps will be used to track intervention. • We hold termly Pupil Progress meetings, where every single pupil is discussed and their progress is tracked. • Staff offer pastoral support to pupils in need • We buy in to Spectra (Autism Specialist) or EP as and when appropriate. 	<ul style="list-style-type: none"> • The whole school staff has received training in recognizing and working with pupils who demonstrate ASD traits. • Pupils who display ASD traits will be referred to a specialist for an assessment. Advice and guidance will then be followed. • We provide adaptations to the curriculum and styles of teaching to cater for individual needs. • When necessary, children with ASD may be assigned a teaching assistant to ensure that personal adaptations can be made quickly. • We use recognised strategies to develop social skills, including Social Stories. • Support is provided for children if they need 'time out' from the classroom. • We have a learning mentor who can provide 1:1 and small group support with social skills and managing their behaviours. • Learning Mentor time can also be used in a nurture capacity to give pupils the opportunity to voice their feeling and needs. 	<ul style="list-style-type: none"> • We can refer pupils to Spectra, • We can refer children to the Educational Psychology Service, • We can refer children to CAMHS • We provide regular feedback to parents/carers and make suggestions as to how they can help their child at home. • We can summarise and simplify reports. • Home/School Link Books are used as and when appropriate.

2. Cognition and learning General and moderate learning difficulties

How do we identify needs, assess and review progress?	How do we adapt teaching to ensure access to the curriculum?	How do we provide support and intervention for those with identified needs?
<ul style="list-style-type: none"> • During times of transition we ensure information is shared effectively. • We observe children in different settings e.g. conversing with peers, siblings, familiar adults. • We regularly review progress to highlight any concerns. • We look at the impact that general/moderate learning difficulties may be having on other areas of the curriculum and the child's general well being. • We hold termly Pupil Progress meetings, where every single pupil is discussed and their progress is tracked. • Provision Maps will be used to track intervention. 	<ul style="list-style-type: none"> • Teaching and learning styles are adapted to suit the needs of the individual child. • Work is differentiated to suit the needs of the individual. • Support can be provided for children to work 1:1 or in small groups. • Children can be identified as requiring further support on the class Provision Map. • Individual targets are regularly set and reviewed. Pupils are aware of what they need to do to improve their work. 	<ul style="list-style-type: none"> • We follow the advice from relevant outside agencies. • Where necessary, we will purchase resources to support pupils. • Regular feedback is provided to parents/carers and suggestions are made as to how to support their child at home. • We can summarise and simplify reports. • Home/School Link Books are used as and when appropriate.

2B Specific Learning Difficulties e.g. Dyslexia, Dyscalculia, DCD (Developmental Coordination Disorder)

How do we identify needs, assess and review progress?	How do we adapt teaching to ensure access to the curriculum?	How do we provide support and intervention for those with identified needs?
<ul style="list-style-type: none"> • During times of transition we ensure information is shared effectively. • We observe children in different settings e.g. conversing with peers, siblings, familiar adults. • We regularly review progress to highlight any concerns. • We look at the impact that specific learning difficulties needs may be having on other areas of the curriculum and the child's general wellbeing. • Provision Maps will be used to track intervention. • We hold termly Pupil Progress meetings, where every pupil is discussed and their progress is tracked. • We will refer pupils to specialist teachers, if necessary. • Ongoing dialogue between school and parents/carers will take place. 	<ul style="list-style-type: none"> • Teaching and learning styles are adapted to suit the needs of the individual child e.g. opportunities for multi-sensory learning. • Work is differentiated to suit the needs of the individual. • Support can be provided for children to work 1:1 or in small groups. • Individual targets are regularly set and reviewed. • Where necessary, children may have the opportunity to work with a specialist teacher and/or on an individualised learning programme. • We can provide a variety of resources to support learning above and beyond what is usually available in the classroom. • We endeavour to ensure chairs and tables are at the appropriate height. 	<ul style="list-style-type: none"> • We follow the advice from relevant outside agencies. • We can summarise and simplify reports. • We can offer support for parents/carers by recommending resources and activities for home. • Regular feedback is provided to parents/carers and suggestions are made as to how to support their child at home. • Home/School Link Books are used as and when appropriate.

3 Social, Mental and Emotional Health		
How do we identify needs, assess and review progress?	How do we adapt teaching to ensure access to the curriculum?	How do we provide support and intervention for those with identified needs?
<ul style="list-style-type: none"> • During times of transition we ensure information is shared effectively. • We observe children in different settings e.g. conversing with peers, siblings, familiar adults. • We regularly review progress to highlight any concerns. • We look at the impact that social, mental and health issues may be having on other areas of the curriculum and the child's general well being. • Provision Maps will be used to track intervention • We hold termly Pupil Progress meetings, where every single pupil is discussed and their well-being is analysed. • We will refer pupils to Learning Mentor.. • We offer pastoral support which enables us to understand patterns of behaviour. • Our 'open door' policy encourages parents/carers to report issues to class teachers regularly. • Ongoing dialogue between school and parents/carers will take place. 	<ul style="list-style-type: none"> • We will develop a personalised approach to learning for individual pupils e.g. carefully considering which class would suit their needs the best. • The Headteacher and class teachers provide pastoral support for individual pupils. • We can develop resources to support children e.g. a memory box in the case of bereavement. • Children may have the opportunity for supervised 'time out' of the classroom when necessary. 	<ul style="list-style-type: none"> • We respond to advice offered by outside agencies. • We can refer pupils to Spectra, • We can refer children to the Educational Psychology Service, • Learning Mentor time can be used to support pupils with social mental and emotional health needs. • We can refer children to CAMHS • We have an E-Safety Policy. • All children take part in E-Safety training throughout the school. • We can summarise and simplify reports. • Home/School Link Books are used as and when appropriate. • We are able to use ECINs to help use refer families for further support.

4 Sensory and/or Physical		
a) Hearing Impaired		
How do we identify needs, assess and review progress?	How do we adapt teaching to ensure access to the curriculum?	How do we provide support and intervention for those with identified needs?
<ul style="list-style-type: none"> • During times of transition we ensure information is shared effectively. • We observe children in different settings E.g. conversing with peers, siblings, familiar adults. • We regularly review progress to highlight any concerns. • We look at the impact that hearing issues may be having on other areas of the curriculum and the child's general wellbeing. • Provision Maps will be used to track intervention. • We hold termly 'Pupil Progress' meetings, where every pupil is discussed and their well-being is analysed. • We will refer pupils to relevant agencies when necessary. • Reception children will have a hearing test in school. • If further hearing tests are needed then these can take place at school if necessary. • Ongoing dialogue between school and parents/carers will take place. 	<ul style="list-style-type: none"> • Pupil's physical placing within the classroom will be reviewed and revised as necessary. • A TA has received training in the use of a hearing device. • Teaching assistants may be deployed as necessary to assist pupils with a hearing impairment. 	<ul style="list-style-type: none"> • We work closely with TOD (Teacher of the Deaf) and SIF. • Relevant members of staff will attend training as necessary. • We can summarise and simplify reports. • All members of staff are aware of pupils needs and are sensitive towards them. • Home/School Link Books are used as and when appropriate.

4 Sensory and/or Physical B) Visually Impaired		
How do we identify needs, assess and review progress?	How do we adapt teaching to ensure access to the curriculum?	How do we provide support and intervention for those with identified needs?
<ul style="list-style-type: none"> • During times of transition we ensure information is shared effectively. • We observe children in different settings e.g. conversing with peers, siblings, familiar adults. • We regularly review progress to highlight any concerns. • We look at the impact that visual issues may be having on other areas of the curriculum and the child's general well being. • Provision Maps will be used to track intervention. • We hold termly 'Pupil Progress' meetings, where every single pupil is discussed and their well-being is analysed. • We will refer pupils to relevant agencies when necessary. • Reception children will have a sight test in school. • If further sight tests are needed then these can take place at school if necessary. • Ongoing dialogue between school and parents/carers will take place. 	<ul style="list-style-type: none"> • We will ensure pupils who wear glasses, regularly have them on and are aware of when they should use them. • Pupil's physical placement within the classroom will be taken into consideration. 	<ul style="list-style-type: none"> • We will follow the advice offered by outside agencies e.g. Sensory Inclusion and we will adapt the environment when necessary. • We can summarise and simplify reports. • Staff working closely with pupils will receive appropriate training to support their work. • Home/School Link Books are used as and when appropriate.

4 Sensory and/or Physical B) Physical Difficulties		
How do we identify needs, assess and review progress?	How do we adapt teaching to ensure access to the curriculum?	How do we provide support and intervention for those with identified needs?
<ul style="list-style-type: none"> • During times of transition we ensure information is shared effectively. • We observe children in different settings e.g. with peers, siblings, familiar adults. • We regularly review progress to highlight any concerns. • We look at the impact that physical difficulties may be having on other areas of the curriculum and the child's general wellbeing. • Provision Maps will be used to track intervention. • We hold termly 'Pupil Progress' meetings, where every pupil is discussed and their wellbeing is analysed. • We will refer pupils to relevant agencies when necessary. • We will liaise with the school nurse/health visitor as necessary. • Ongoing dialogue between school and parents/carers will take place. 	<ul style="list-style-type: none"> • We will make appropriate adaptations and provide suitable equipment for pupils. • A TA has received training in the use of 'Cool Kids' relaxation programme. • We will endeavour to ensure chairs and tables are at the appropriate height for all pupils. • Regular PE sessions will be differentiated and supported by additional adults if necessary. • Forest Schools is an integral part of our curriculum. • We have access ramps and adapted toilets to ensure physical disabilities do not impair access to learning. 	<ul style="list-style-type: none"> • We will refer to OT (Occupational Therapy) when necessary. • Through the use of specialised equipment in classrooms. • Teaching assistants can support on an individual basis or in small groups. • We can summarise and simplify reports. • Home/School Link Books are used as and when appropriate.

How we adapted the provision and support for SEND pupils during the covid pandemic

- 1- We invited individuals on the SEND register who were children of key workers and children with an EHCP during lockdown into school to learn in person. We completed reasonable endeavours for all children with an EHCP. Pupils with an EHCP chose to remain at home during the first lockdown but accepted a placement in school for the second lockdown. Provision during the second lockdown ensured all children on the SEND register and vulnerable pupils were invited to be educated in school.
- 2- Provision was made available immediately for SEND pupils and reviewed regularly in liaison with families and statutory guidance at all times.
- 3- Staff support was put in place so that these pupils either had SEDN support in person (in school) or remotely
- 4- Home learning packs were adapted to support materials to assist SEND pupils. Paper copies were made available and IT equipment provided if required.
- 5- We contacted the families of all our SEND children on a regular basis via telephone and via communication programmes Seesaw/dojo and tapestry. All children were invited to zoom school meetings so they could interact with their class friends and teacher.
- 6- Keyworkers sent videos to pupils and offered socially distanced visits.
- 7- The SENCo telephoned families on a regular basis to confirm they were fully supported.

The extended support for SEND pupils during the covid pandemic

School worked very closely with outside agencies to provide continuing and new provision.

- 1- BEAM support was signposted on our website to offer support and advice to families suffering with anxiety about covid and returning back to school.
- 2- Spectra ran online sessions for our EHCP pupils.
- 3- Speech and languages services offered video support to families.
- 4- Woodlands Outreach centre offered a remote assessment service.
- 5- Educational Psychology explored the possibility of remote referrals but it was agreed the outstanding referrals warranted person/in class observations.
- 6- CAMHS/Bee U Wrexham and Tac Wrexham liaised with school and families.
- 7- School kept in touch with all outside agencies to explore changes and provision during both covid lockdowns.
- 8- Additional SEND support was signposted regularly to families.

Transition back into school during the covid pandemic for SEND pupils

- 1 - Summer visits into school over the holidays were available to support one child's anxiety about returning to school.
- 2- Social stories were made available to parents to support anxiety about transitioning back to school.
- 3 -Transition materials were offered to all SEND families.
- 4-Children were sent pictures of the new school environment, what had changed, what their classroom looked like and provided with a social story to explain what being in a class bubble meant.

How do we adapt our curriculum and learning environment to include pupils with Special Educational Needs?

All pupils within our school are encouraged to participate fully in all areas of the curriculum and we have high expectations for all pupils. The curriculum is carefully differentiated for all pupils with special educational needs either by expected outcome, resources provided or the amount of adult support that they receive.

- We have an access plan which is regularly reviewed and updated.
- We have disabled toilet facilities and ramps to access the school building.
- We buy resources to support children where necessary, based on our knowledge of the child, our experience or on advice from outside agencies e.g. writing slopes, stability cushions, pencil grips.
- Teaching assistants can support children with SEN on a one to one basis or in small groups in each class.
- We follow advice from outside agencies and seek consultation when necessary.
- We have a range of study rooms that can be used for 1:1 and small group work.

What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

We endeavor to adapt all activities to meet the needs of individual pupils. After school activities include: Football and sporting clubs, vary depending on the time of year. Pupils have the opportunity to play against, work with or perform with children from other local schools on a regular basis.

Trips and Visits

Visits are arranged in each class including a residential visit in Y5/6.

- School trips are adapted as necessary.
- Forest Schools (Mucky Monday) takes place in the school grounds
- TA support to follow specific programmes.

What are the arrangements for Consulting with and involving parents and carers

- Parents are informed when their child is given extra provision (intervention) before they are placed on the SEND register and invited into school to discuss this.
- Parents/carers are notified if we have any concerns through a meeting with the class teacher initially, then the SENCO, if necessary.
- Processes are explained clearly and concisely by the class teacher initially, then the SENCO, if necessary.
- Parents/carers are involved in producing the Pupil Profile and Learning Plan
- We always ask for parental consent when referring pupils to outside agencies.
- We regularly notify parents/carers of academic progress – explanations are offered either verbally or written.
- PCP targets are always developed and shared with pupils and parents/carers.
- Parents are invited to Interim and Annual Review meetings and their input is welcomed.
- When outside agencies are involved, we will invite parents to meet with such agencies in the school setting.
- We offer to meet with parents/carers to discuss the reports sent through from external agencies, summarise findings and discuss outcomes.
- We will suggest resources or activities that parents/carers could use at home to support their child.

What are the arrangements for Consulting with and involving the Child

- Pupils attend PCP reviews and their input is valued.
- Pupils are encouraged to discuss their targets and/or IEP's on a 1:1 basis with their class teacher or teaching assistant.
- Pupils discuss their own One Page Profile sheets based on their interests.
- PCP targets are child friendly.
- Pupils are aware of their targets for improvement and systems are in place so that pupils know they have achieved those targets.
- Staff are approachable and discussions with regards to targets, needs, progress and well-being are encouraged.

How do we support our pupils at times of transition?

We aim to make the transition process as seamless as is possible. We define 'transition' as movement from year to year and from class to class as well as larger steps from Pre-School / Nursery to Reception and from Primary to Secondary Schools. We work closely with our on-site Pre-School and our feeder secondary schools (St, Martins School, The Marches School and Lakelands School).

From Nursery /Pre-School to Reception:

- They are invited to attend sessions (part morning, morning, all morning and lunch time) in addition to the summer term visits.
- Parents are invited to information sharing sessions.

From class to class within the school:

- Pupils spend a morning session with their new class during the Summer Term.
- If we feel individual children would benefit from further transition sessions we will arrange this during the summer term.
- Class teachers meet to discuss pupils at the end of the Summer Term, this is an opportunity to share important information.

Transfer to secondary school:

We work closely with our feeder secondary schools to ensure anxieties are eased as the Year 6 pupils move on.

- Children will be visited by a representative from the secondary school.
- Children will have the opportunity to attend 'Transition Days' with their secondary school.
- The secondary SENCo or a representative meet with the Year 6 class teacher to discuss the individual pupils who will be transferring. Further visits may be arranged if necessary including visits with other SEND pupils in order to make friends and have extra transition time.
- PCPs, reports and summaries are shared with the SENCO from the respective secondary school.
- Secondary SENCO's are invited to Annual Reviews from Y5 onwards.
- The Year 6 pupils work through a transition programme with each of the secondary schools.
- The school can support transition through our Learning mentor.
- KS2 pupils participate in activities at our feeder secondary schools including sports events, language days and science days.

How do we assess and evaluate the effectiveness of our SEND provision ?

We believe that both quantitative and qualitative evidence are importance in assessing the effectiveness of our SEND provision.

- Pupil progress and tracking data provides some of the evidence of the effectiveness of SEND provision in the school.
- The SENCO monitors PCP Targets to ensure that they are SMART
- The SENCO regularly discusses each pupil with SEND with the class teacher/s and teaching assistant/s.
- Baseline assessment is used, along with several intervention programmes.
- Lessons are regularly monitored by the Head teacher, Deputy headteacher and SENCO.
- Local authority monitoring feeds into the SDP.
- We have a process of Provision Mapping which is updated termly.
- We use internal tracking to refer and compare the progress of our SEN pupils.

How do we ensure access to our facilities for all of our pupils?

Please refer to our Equality policy, Access plan and the DDA (Disability Discrimination Act).

What support is available for our pupils with Special Educational Needs?

- Pupils have support from highly trained and supportive staff.
- Pupils have access to a broad and balanced curriculum which is tailored to suit individual needs.
- Pupils are referred to appropriate outside agencies when we feel that school has reached its level of expertise.
- Pupils are involved in setting their own targets through our Pupil Profile and Learning Plan process.
- Pupils have access to a wide range of after school clubs.
- Pupils have appropriate specialist equipment provided to support their needs.
- We support families and sign post organisations that may help pupils and their families.
- We provide a caring and supportive environment where pupil's achievements and contributions are highly valued.
- Staff receive training in SEND matters

What training have our staff had to enable them to support children with SEN effectively

- Current SENCo is training on NaSENCo SEND National Award (previous SENCO still supports the new SENCO during her training also)
- SENCo delivers staff training following attendance at LA Network Meetings.
- Visits and support from outside agencies – SALT, OT, EP (Educational Psychology), Spectra
- Child Protection Training.
- Talkboost training KS2 and KS1
- De-escalation training.
- Autism awareness training.
- Elklan.
- Attachment Training

How do we obtain the services, provision and equipment required by our pupils with Special Educational Needs?

Here is a list of external specialists we use :

- Val Jones, Spectra Services - Autism Spectrum Disorder
 - EP (Educational Psychology) - Independent Psychology Services, Shropshire and the Marches,
- Sensory Inclusion
- Educational Welfare Officer - 01743 254397
- SALT (Speech and Language Therapy Services) - 01743 450800
- OT (Occupational Therapy) – Sue Horobin
 - Shropshire Occupational Health 01743 450800
 - Woodlands Outreach,
- CAMHS (Child and Adolescent Mental Health Services)- 01743 450800
- Help can be sought through the council local offer: <http://shropshire.gov.uk/the-send-local-offer/>

How do I deal with concerns or complaints?

- First liaise with the class teacher.
- Arrange a meeting with the Senco.
- Arrange to meet with the Head teacher.
- A copy of the school complaints policy is also available on line or from the school office.