

# The Whartons Primary School



## SEND Information Report

# What is 'Special Educational Needs'?

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they either:

(a) have a significantly greater difficulty in learning than the majority of others of the same age;

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A child under compulsory school age has special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them

(Clause 20 Children and Families Bill)' (Draft SEN Code of Practice 2013, 1.8)

# What difficulties might my child have in learning?



**Communication and Interaction:** Children with speech, language and communication needs (SLCN) have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children with Autism Spectrum Disorder, including Asperger's.



**Cognition and Learning:** Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



**Social, Emotional and Mental Health difficulties:** Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn, isolated as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder



**Sensory and/or Physical Needs:** These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment or access their learning. Some children with a physical disability require on going support and equipment to access all the opportunities available to their peers. It also includes children with medical needs.

# What is a disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments. If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.



# Who can I talk to in school?

Class teachers: If you feel that your child may have difficulties in their learning then you should ask to speak to your child's class teacher in the first instance.

SENCO: Mrs Carolyn Gomes is our SENCO who works closely with class teachers to put in place strategies and interventions to help remove your child's barriers to learning.

Support Worker: Mrs Natalie Kettlborough works with children in and out of class who are having difficulties with learning. She provides much support to teachers and parents in guiding what resources and activities might help support children's difficulties.

SEN Governor: Mrs Fiona Dix is our SEN Governor, she challenges Mrs Gomes to ensure children's needs are being met and shares this information with the Governing Body.

# What support is available at The Whartons?

## Wave 1 Teaching

Quality first teaching forms the basis of provision for all children. Lessons are correctly pitched to allow all children to make progress from their individual starting points. The school's approach to teaching means that a significant amount of the teaching is delivered in small groups by the class teacher at an appropriate level. All teaching staff regularly receive up-to-date training to meet the needs of their class.

## Wave 2 Provision

Children who require additional support have these needs met through a graduated framework of carefully planned interventions and support. The school uses it's funding to ensure that class sizes are kept as small as possible and that children have access to additional small group and 1:1 support as required.

## Wave 3 External Support

External agencies are employed as appropriate to provide additional support and guidance.

# What policies will help support my child?

These policies have been written to further support your child within school. They are available to read on the website under policies.

- SEN • Behaviour • Teaching and Learning • Safeguarding/Child protection
- Health and Safety • Anti Bullying

# What interventions are available to support my child?

The school has a range of interventions at its disposal and key members of staff have had training in order to deliver these effectively. All children in school access intervention programmes through our Focussed Learning Time session once a week. Some children may need to access more of these interventions over a variable period of time and in regular sessions throughout the week. Their progress will be monitored and class teachers will share this information with you.

Some of our intervention programmes available include:

Numicon  
Lexia  
Write Away Together  
Shine Maths  
Toe by Toe  
SENIT programmes  
Bespoke reading and writing interventions directed by teachers  
Word Shark  
Nurture



# What training do staff have in supporting my child?

All our staff receive quality training throughout the year to ensure they meet the needs of SEND pupils. This might be delivered by the SENCo or by other agencies. Training provides staff to develop their skills, knowledge and expertise in specific areas of SEN e.g. speech and language, dyslexia. All our staff have attended level 1 STARS training provided by the Leeds Autism Team.

Support is sought from other agencies where necessary in order to maximise learning potential e.g Speech and Language Service, Occupational Health Service, Childhood and Mental Health Service (CAMHS) and Local Authority. We are part of the Traded Speech and Language offer and thus have support from a Speech and Language Therapist every other half term, once a week. She is able to run sessions for pupils with Speech and Language difficulties, train staff and support parents.

Our SENCO (Carolyn Gomes) is currently completing the National SENCO Award through Leeds Beckett University. Her training throughout this course will impact on whole school training and developments of SEND practices.

# What other agencies do The Whartons use to support my child?

For some children, school support may not be enough and with your agreement, school will make the decision to increase the level of support provided. This external support might be from:

- Educational Psychologists
- Speech and Language Therapist
- Occupational /Physiotherapist
- Specialist Advisory Teachers
- School Nurse
- CAHMS
- STARS
- Complex Needs

This graduated support could mean that your child makes expected levels of progress. We will then discuss with you whether to continue to monitor your child's progress or whether to decide they no longer need additional support at this time.

# What happens if my child still needs extra support?

Only a very small percentage of children require support of an additional nature to that provided by external agencies. In this case, the SENCO will discuss with parents the possibility of asking the Local Authority to undertake an Education Health Care Plan of your child's needs. In this instance we will begin by discussing the process and ask for your permission to proceed.

We will:

- 1) Collect information from all agencies involved.
- 2) Evaluate strategies and interventions that have been put in place.
- 3) Send all the information to the Local Authority.

The Local Authority will then hold a multi agency panel meeting (MAP) to discuss your child's needs and requirements.

# How does the school environment support my child?

Our whole school curriculum and our focus on 'Learning to Learn' engages different learning styles, providing a platform for developing resilience and giving opportunities for learners to think for themselves, be independent and take responsibility.

We believe that every child is gifted in their own way and to help support children in recognising their potential, they are provided with the skills to allow them to fly and be the best they can be.

Our school is equipped with a disabled toilet and a medical room as well as a nurture area and many smaller intervention spaces. Additional equipment and resources are available for any children who might need it.

# How will my child be included in activities outside the classroom?

As a school, we will take all necessary steps to ensure your child will be included in every aspect of school life. You will be consulted about how the school can organise events to best support the inclusion of your child. School will ensure staffing ratios for special events and visits are appropriate to ensure children with SEND can take part in an activity. After school, clubs are available and all children, including those with SEND are encouraged to join as many as possible. Activities, such as PE, will be differentiated to allow your child to take part as fully as possible.



# How will my child's learning needs be assessed and their progress monitored?

Pupils are set targets based on their starting points and staff's knowledge of the child. Every term the SENCO will analyse the SEN data to evaluate the progress children with SEND are making. This will be reviewed and new targets set. You will be invited to parent consultation evenings 2 times a year, as well as an extra SEN review meetings which are held Termly.

If your child receives additional funding due to their special educational need, a formal review will be held each term, one of which will be an Annual Review at which reports from all professionals involved with your child will be shared and discussed. Both you and your child will have an opportunity to make a similar contribution. All children will be given the opportunity to attend reviews or make a written contribution to the review. They are always included in the target setting process.

# How are the schools resources/funding allocated and matched to the children's needs?

The school spends the money it receives wisely to ensure everyone can succeed. Where necessary, additional teaching assistants are employed to support your child. This will usually be in a small group as most children do not need 1:1 support. If a child needs this support, then the money is spent on staffing. The SENCO, Headteacher and class teacher will discuss what will best support your child. Parents are often involved in these decisions. Some money is spent on additional resources e.g. sloping desk tops, laptops, changing equipment.

The school is funded on a notional formula per pupil. Schools are expected to find the first £6,000 from within the school's budget to support children and young people with SEND who are on the School's Inclusion register. The school can apply for a 'top-up', based on strict criteria, if it is felt that a child's needs are above that which can be provided through the notional budget. The school uses the funds to put appropriate support in place to meet the specific needs of a child. The school is committed to supporting parents whose child has a personal budget and we will work together to ensure the funding is used appropriately to best meet the needs of your child.

# What partnerships do The Whartons have to provide support?

As well as working closely with parents, support is sought from other agencies where necessary in order to maximise learning potential. We regularly engage with Educational Psychologists, Attendance, the autistic spectrum team (STARS), Early Years SEN, Speech and Language, School Nursing service, Child and Adult Mental Health Services (CAMHS), Parent Partnership, Children's Social Work Service, Complex Needs Team, Behaviour Support, the school paediatrician.

The school works closely with the other local schools from The Otley and Bramhope Cluster. The cluster has a family support worker and two counsellors who can be accessed by the school as required. The school is part of the North West Leeds AIP. This ensures that there is additional provision for pupils with high levels of complex needs and enables them to access alternative placements, for example at The Orchard Centre (located at Ashfield Primary School).

# What support is given to parents of children with SEND?

As a school we are always happy to discuss your child's progress and any concerns you may have. Teachers are available to meet with parents at the beginning or end of a school day and this can be arranged via the school office. Teachers will, where appropriate, share successful strategies used in school which can be used by parents at home.

Sometimes many agencies are involved in supporting your child. To help manage and coordinate all these people, an Early Help Plan may be set up so that you can meet regularly with all agencies involved. If you would like more information about the Leeds local authority offer, please visit the authority website

<http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer>.

Mrs Gomes (SENCO) is available on Thursdays and Fridays to help answer any further questions you may have about your child's needs. Mrs Kettleborough can also offer you a range of support to help meet your child's needs both in school and at home. All information from outside agencies will be shared with you personally or through written reports.

Class teachers will share individual 'learning goals' and 'learning profiles' with you on a Termly basis and discuss the progress made towards individual targets.

# How do The Whartons support children in transition to another year group or school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school or moving into Year 7:

- We will contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for your child prior to their arrival.
- We will make sure that all records about your child are passed on quickly to the receiving school. \*Wherever possible we arrange additional transition visits for children with SEND.
- Wherever possible we will arrange further parents information visits.

When moving classes in school:

- Transition meetings are held between current and receiving classes to share all information related to individual children and set new targets for the coming term.
- Children will have opportunities to spend 'Transition' days with their new class teacher in their new class during the last half term in Summer