



## **Wetheringsett CoE Primary School – SEND Information Report** **How we support children with special educational needs or disabilities**

### **Our vision and how we hope to achieve it**

We hope to provide an inclusive provision that welcomes children from all backgrounds and abilities. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum that is readily accessible to them, and they will be fully included in all aspects of school life. The School's Special Educational Needs Coordinator (SENDCo) is Mrs Sheeran can be contacted via the School Office if you have any questions.

All children are different and many children will struggle with their learning at some point and may need a little extra help. This is usually something that can be addressed through high quality personalised learning in the classroom and does not necessarily mean they have special educational needs.

### **How does the school ensure that children/young people who need extra help are identified early?**

When children enter Wetheringsett a baseline assessment is completed to identify the child's current abilities. From this, targets are made and the children's progress towards these is regularly reviewed at pupil progress meetings. Pupil progress meetings are used to monitor the progress of all children in school and are held between the headteacher and class teacher each half term. If at any point a child is struggling to make progress or achieving significantly below their peers, then this is raised with the SENDCo.

At Wetheringsett we use the 'Assess, Plan, Do, Review' cycle to implement early intervention (extra help) and monitor a child's progress. There are several assessment tools that are used to identify the area of need for the child. If more complex assessment is needed, the SENDCo will seek the help of outside agencies such as Suffolk's Specialist Education Services (SES), speech and language therapists and/or occupational therapists. Any parent/carer who is concerned about a child should talk to the class teacher who will then pass on these concerns to the SENDCo if appropriate.

### **What does the school do to help young people with special educational needs?**

Firstly, 'Quality First Teaching' is used to adjust learning within the classroom and support the learning of all children. Extra resources or adaptations may be used if a child needs further support. The child may also be placed on an intervention, which can be run 1:1 with a teacher or teaching assistant or in a small group. The school has a provision map which shows the interventions that the school currently runs. The children's baseline level is recorded and progress against this is monitored regularly to ensure that the intervention is suitable and achieving its aims for the child.



**Strategies, Resources and Interventions that we currently use:**

<b><u>Cognition and learning</u></b>	
<b>Little Wandle Phonics Intervention</b>	A phonics intervention programme linked to the school's phonics programme 'Little Wandle Phonics'
<b>Number Stacks</b>	A maths intervention programme.
<b>Visual supports</b>	Word banks, handwriting cards, checklists, scaffolding sheets, different coloured writing paper and exercise books and writing frames may be used to help support the child's learning and help them to become more independent
<b>ICT Support</b>	Use of ICT and dictation devices to help a child record their ideas
<b>Individualised Curriculum</b>	Some children may need a separate curriculum that is tailored to their needs, this is often planned in conjunction with the teacher and teaching assistant, who are supported by the SENDCo and outside agencies
<b>1:1 Support</b>	Sometimes a child may require extra support from a learning support assistant to be able to access the curriculum



<b><u>Communication and interaction</u></b>	
<b>Speech and Language Therapy</b>	Children will have regular sessions at school to work on their speech and language targets. Teachers and/or SENDCo will liaise with the speech and language therapist to ensure progression.
<b>ELKLAN Trained TA</b>	We have an ELKLAN trained TA in school who is able to run speech and language sessions tailored to the needs of the children
<b>Colourful Semantics</b>	An intervention that focuses on sentence structure
<b>Lego Therapy</b>	A small group intervention that focuses on the skills of listening, communicating, following instructions and waiting your turn
<b>Visual Timetable and Prompts</b>	Visual timetable, Now and Next cards, Visuals to support communication
<b>Picture Exchange Communication –</b>	PECs We have staff that are trained and experienced with the use of PECs as a communication system. Communication boards alongside Makaton
<b>Nelli</b>	This programme is an assessment tool to look at gaps in children's language understanding

<b><u>Sensory and physical</u></b>	
<b>Occupational Therapy</b>	School can refer to occupational therapy and focus on the targets that they set at school
<b>Finger Gym</b>	A group that focuses on fine motor skills
<b>Gross Motor Sessions</b>	Sessions that focus on developing gross motor skills such as balance, coordination, climbing etc. Extra supports We can provide wobble cushions, pencil grips, writing slopes as needed
<b>Sensory Diet</b>	The use of a sensory diet to help meet a child's sensory needs



**Social, emotional and mental health**

<b>Small group social skills sessions</b>	Sessions focused on social skills such as sharing, taking turns etc.
<b>Friendship Formula Game</b>	A game that focuses on social skills
<b>Emotional Literacy Support Assistant (ELSA)</b>	Sessions 1:1 sessions with an ELSA trained practitioner
<b>Social Stories</b>	Social stories can be written to support an individual's needs
<b>Drawing a talking</b>	To support children who have underlying emotional difficulties affecting their mental health and well-being.  Drawing and Talking therapy supports those who are not realising their full potential either socially or academically.

**How do we decide what resources we can give to a child with special educational needs?**

The SENDCo supports the class teacher in planning for the needs of children with SEND; an initial assessment of need may be carried out through observations, assessments and liaison with parents.

Using this information, the class teacher and SENDCo, in partnership with parents, then write an Individual Support Plan for the child which includes short and long term targets and the resources, interventions etc that may be used to support them.

This is reviewed every half term. Specific strategies, resources and interventions as identified for the child will be used to support their learning within the classroom. The school adapts the environment to the needs of the children.

External agencies and advisors will also be used to ensure provision matches the children's needs. The SENDCo also carries out regular monitoring of SEND provision across the school to ensure that it is meeting the needs of the children.

**How we check that a child is making progress and how we keep parents informed:**

Children are assessed informally by their class teachers and teaching assistants every day. Immediate feedback is given to the child either verbally or using the whole school's visual marking system.

Children's progress is monitored at pupil progress meetings each half term. The SENDCo and class teacher also meet every half term to discuss the progress and review the targets of each child on an Individual Support Plan (ISP). ISPs



are then finalised with the parents during ISP meetings each term and through different communication methods each half term.

Children who have an Education Health and Care Plan have an annual review in addition to the ISP meetings.

Rapid checks are sent home each half term containing information on your child's attainment and effort.

Parental permission is sought before any referrals are made.

### **Support we offer for children's health:**

All staff are aware of children's medical needs through the use of a 'medical book'. If appropriate a child will have a health care plan at school that can be shared with adults in school. All medicine is taken to the school office where a form is completed; all medicines are carefully monitored and recorded on medical slips – the medicines are kept in the staff room unless they need to be within easy reach (e.g. epi-pen, asthma pump). Any concerns regarding the children are relayed to parents immediately. Members of staff have first aid training and three members have had specific paediatric first aid training. Staff who work closely with individual children receive up to date training in their specific needs and how best to help them – i.e. epilepsy training, epi-pen training.

### **Support we offer for children's emotional and social development:**

The school has an ELSA trained TA that offers weekly ELSA sessions to children that need extra emotional or social support. The ELSA practitioner also runs chatterbox sessions in which children can discuss any worries or concerns that they may have. We also have two trained drawing and talking therapists who can support children through traumas or emotional difficulties.

### **Specialist External Services we use when we think extra help is needed:**

We follow the 'Graduated Response' which includes initially using the 'Assess, Plan, Do, Review' cycle before seeking further help and support from Individual Support Meetings, Solution Circles and the following agencies:

- Specialist Education Services (SES) in Suffolk including; Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and Physical teams
- Speech and language therapists
- Occupational therapist
- Physiotherapists
- School Nursing Team
- Emotional Wellbeing Hub
- Educational Psychologists
- Writing letters to accompany GP appointments



**The Training our staff have had or are getting:**

- Whole staff training on SEND code of practice
- Writing Social Stories
- Autism Introduction
- Strategies, knowledge and practices that ensure consistent approach to SEND
- Individual teachers and support staff will attend training courses run by outside agencies that are relevant to the needs of specific children in their class – e.g. speech and language training.
- We have an ELSA trained practitioner and Drawing and talking therapists.
- ELKLAN trained TA
  - One teacher is undergoing Mental Health training
- SENDCo has the SENCo Award, Masters in Education and Learning,
- Makaton training, Dyslexia training and training on a range of conditions and needs such as autism and sensory needs.

**How we include children in activities and school trips:**

- Risk assessments take place before all trips
- Staff seek to choose locations that are accessible to all children
- Staff plan for all children to be included in activities.
- The school will, to the best of its ability, provide additional support if required
- If required a child's parent or carer may be invited to support their child

**Our School environment:**

The school is accessible to wheelchair users and there is a disabled toilet. When a child with special needs enters the school a health care plan may be started depending on the particular need of the child – this will involve the SENDCo, class teacher, parents and where possible the school nurse. The team will evaluate the needs of the child and where possible support them through the purchase of new resources. The school is secure and has restricted access.

All classes are inclusive; environments are planned to be calm learning environments with minimal colour instead using natural resources and hessian or calming colours for backing on display boards. Resources are identified and put in place for children to support their needs further.

**How we prepare for children joining our school and leaving our school:**

- Starting school – EYFS teachers visit the nurseries and preschools that the children attend, they also hold transition sessions where children can come into school.
- Transition days – all classes have a session in their new classes to aid transition before they move
- Secondary school – children attend transition days. Children with SEND will be offered an enhanced transition in which they can meet with key staff at our school, a transition meeting will be held to discuss their needs and extra visits will be provided.
- Visuals of classrooms and staff can be provided to help aid transition



**How parents are involved in school Life:**

- Parent meetings 2 times a year
- ISP meetings 3 times a year plus additional communication each half term to discuss a child's progress
- Parents are regularly invited to watch school performances or visit classes
- Parent volunteers are involved on school trips
- Newsletters