

Wistanstow CE Primary



SEND - Information Report

Contents

General Introduction

People who support children with special educational needs and/or disabilities Assessment

| | | | |
|---|---|--|--|
| Communication and Interaction Speech, language and communication needs. Autism Spectrum Disorder | Cognition & Learning General/moderate learning difficulties Specific learning difficulties - Dyslexia, dyscalculia etc | Social, Mental and Emotional Health | Sensory and/or Physical Hearing impaired Vision impaired Physical difficulties |
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Introduction/ Overview

Wistanstow school is a small rural school with pupils ranging from 4 to 11. There are currently three classes within our school which includes pupils from reception, key stage 1 and key stage 2.

As an inclusive school, we encourage all pupils to achieve their potential through support and targeted intervention programmes.

The Shropshire Council SEND local offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and/or disabilities, their families, and the practitioners who support them. The local offer can be found here: <https://shropshire.gov.uk/the-send-local-offer/>

| School based information | People | Summary of responsibilities |
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| <p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?</p> <p>And how can I talk to them about my child if I need to?</p> | <p>Class Teachers</p> <p>Class 1 Miss Williams-Evans</p> <p>Class 2 Mrs T Griffiths Mrs S Phillips</p> <p>Class 3 Mrs M Thomas Mrs C Fenton</p> <p>Teaching Assistants / Key Workers: Mrs T Pinches Miss T Pinches Miss H Jones</p> <p>Headteacher: Mrs S Phillips</p> | <p>They are responsible for:</p> <ul style="list-style-type: none"> Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCo as necessary. Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>Responsible for:</p> <ul style="list-style-type: none"> Coordinating all the support for children with special educational needs (SEN) and or disabilities and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. Ensuring that you are: <ul style="list-style-type: none"> involved in supporting your child's learning kept informed about the support your child is getting involved in reviewing how they are doing part of planning ahead for them. Liaising with all the other people who may be coming into school to help support your child's learning e.g. The Speech and Language Therapy Service, The Educational Psychologist. Updating and monitoring the school's provision map (this is a document which records the additional support that your child is receiving). To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. Supporting your child's class teacher to write Individual Education Plans. Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. <p>Responsible for:</p> <p>They are responsible for completing additional intervention programmes and supporting your child within the classroom under the direction of the class teacher and or the SENCo.</p> <p>They are responsible for monitoring the daily support that your child receives to ensure that they receive the support as stated within the provision map. Of course, as a school we welcome daily dialogue between parents and teaching assistants on how a child's day has been and we do actively encourage this continued feedback.</p> <p>Responsible for:</p> <ul style="list-style-type: none"> The day-to-day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He delegates responsibility to the SENCo and class teachers for supporting and monitoring the daily support that children receive but is still responsible for ensuring that your child's needs are met. He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. |

SEND Governor:

Mrs Caroline
Bedford

The governing body are responsible for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves their potential in school.

People who support children with special educational needs and /or disabilities at Wistanstow CE Primary school

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| What will happen if the school has a concern about my child? | As a school we feel that it is important to support your child as soon as we identify that they require additional support. We as a school understand the importance of early intervention. Throughout the school year your child is assessed regularly by their class teacher. They will be continually assessing formatively (ongoing day to day teacher assessment) and summatively (using standard testing materials). If the class teacher observes any concerns that they have regarding your child, then they will ask you to come into school to discuss these. They will also discuss additional interventions and support that they intend to put in place for your child. |
| What can I do if I have a concern about my child? | school has an open-door policy and we will always make the time to listen to your concerns at a mutually convenient time. If you would like to discuss your child with us, then please either phone or come into school and make an appointment. Initial concerns should be discussed with your child's class teacher and possibly the school's SENCo if this is appropriate. |
| How can the school access additional support for my child? | If your child's class teacher still has concerns regarding your child, then they will initially discuss them with the school's SENCo. She will then suggest additional interventions to support your child or recommend that referral is made to an external agency, for example for a Learning Support Advisory Teacher (LSAT) to conduct some diagnostic testing, the results of which would be discussed fully with parents and teachers. These agencies will suggest additional ways that the school can support your child. External agencies may come back to assess your child if this is appropriate. |
| What will happen if my child is still not making the progress that you would expect? | If, after your child has been assessed by an external agency and they continue not to make the progress that you would expect, then the school would consider applying for a statutory assessment (this is where your child has a range of physical and academic assessments to see if they would benefit from additional support to enhance the support they already receive within the classroom). If you and the school decide to go ahead with the statutory assessment process this will usually take around 26 weeks. |
| What will happen if my child is assessed and additional support is given? | If the LEA (local education authority) decides that your child would benefit from additional support, then an Education, Health & Care Plan (EHCP) would be produced. This is a document that discusses your child and provides the school and other professionals with additional strategies to support your child. It includes targets that your child is working towards and also it offers suggestions for other strategies that would be beneficial such as additional adult support or specific intervention programmes. |
| If my child has an education, Health & Care Plan (EHCP), how will this be reviewed and monitored? | The school (SENCO/Class teacher) will hold a termly meeting to discuss your child's progress and how well your child is meeting their plan-do-review intervention targets. These are interventions and small objectives that school will support your child with. Also, every year the school will invite all stakeholders (members of the SEN team /LA, parents, outside agencies, school staff) to discuss and review the EHCP and adjust the objectives if needed. You will be informed about these meetings and will be asked to fill in a parent view form too. |

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| <p>How will I be informed about the progress that my child is making?</p> | <p>You will be informed about your child's progress through parents evening meetings and also through their annual report which is sent out to all parents. Your child may also have an IEP (individual education plan) and this is reviewed termly so you can see the progress that your child has made against these targets. At Wistanstow primary school we have an open-door policy and we would welcome you making an appointment (this is so we can give you our full attention and also arrange for all relevant staff to be present).</p> |
| <p>How will my child's thoughts and feelings be recorded?</p> | <p>Your child's thoughts are recorded throughout the assessment process as their ideas are recorded on any referral forms that are completed and as part of the annual review process. Your child will also be part of the IEP reviews as we always take into consideration the progress that they feel they have made and also what they feel their next steps will be.</p> |
| <p>What happens when my child moves into the next class or onto secondary school?</p> | <p>At Wistanstow primary school we work closely together throughout the school, so we can reduce the amount of anxiety that children may feel as they move from one class to the next. We work closely with the local playgroup (where we receive many children from) and also conduct teacher visits to other settings before the children have taster days before they move into this class. . The children who move into class 2 and class 3 also have the opportunity for several taster sessions, which can last for part of the morning or a whole day depending on the activity.</p> <p>When your child moves onto secondary school, they will have their own transition depending on what they require so for example they may visit the school without the rest of their year group and be shown around the school by a year 7 pupil that they are familiar with or they may be part of a specific transition programme.</p> |
| <p>What can I do if I feel that the school is not providing the best support for my child?</p> | <p>If you have a concern regarding your child, you should discuss this with your child's teacher firstly or with the head teacher. A meeting would then be arranged, and we would try to resolve any concerns that you have. If after this discussion you are still concerned, then we would refer you onto the chair of governors and you would then follow the complaints procedure as outlined in the complaints policy.</p> |

Our Provision for pupils with SEND

Communication and Interaction:

1. Speech, Language and Communication Needs

| How we identify needs, assess and review progress | How we adapt teaching to ensure access to the curriculum | How we provide support and intervention for those with identified needs |
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| The class teacher and the teaching assistant keep careful track of the child and record any observations. | Children with speech and language difficulties are encouraged to learn to read by recognising whole words alongside learning to read and spell using their phonological knowledge. | Following specific interventions as suggested by the speech and language team |
| If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to the speech and language team. | Staff model correct uses of language by subtle repetition. Pupils are not expected to repeat the phrase using an adult's language. | |
| The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment is requested. | Children are pre-taught new vocabulary and topic words before they encounter them within the classroom. | |
| Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening. | Children are encouraged to share their ideas with others within the classroom. They begin by talking about areas of interest to them through activities such as show and tell and then they are encouraged to contribute within small group discussions. Once they are secure with sharing their ideas within a small group they are encouraged to share their ideas within the whole class. | |
| If pupils have a statement of special educational need then they have yearly annual reviews to review their progress. | | |

. Autistic Spectrum Disorder/Condition

| How we identify needs, assess and review progress | How we adapt teaching to ensure access to the curriculum | How we provide support and intervention for those with identified needs |
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| The class teacher and the teaching assistant keep careful track of the child and record any observations. | Visual timetables are used within the classroom and children are prepared in advance when there are changes to the routines. | <ul style="list-style-type: none"> • Social stories / comic strip conversations. • Circle of friends • Visual timetables • Quiet / special places offered for reflection • ELSA support (based at Brockton/Church Preen) |
| If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer the pupils to an outside agency such as Woodlands Outreach. | Pupils are pre-taught new vocabulary before they are exposed to it within the classroom. | |
| The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or a TAC (Team around the child) meeting is called. | The anxiety levels of the pupils are monitored and subtle intervention is put in place before pupils become anxious. | |
| If appropriate, then a Conner's questionnaire will be completed by the parents and the school team. This will initiate a referral to CHAMs (child and adolescent mental health) and possibly a formal diagnosis. | Pupils are given instructions and requests using straight forward language and instructions are given in smaller chunks. | |
| Parents can also referral their child for assessment into ASD (Autistic Spectrum Disorder) traits by visiting their GP. | | |
| If appropriate a request for statutory assessment is made and additional interventions and strategies are put into place to support the pupils. | | |
| Pupils are regularly reviewed through internal tracking data, standardized assessment scores and national assessments such as SATs and the year 1 phonic screening. | | |
| If pupils have a statutory assessment, then their progress is reviewed annually through the annual review process. | | |

Cognition and Learning:

| How we identify needs, assess and review progress | How we adapt teaching to ensure access to the curriculum | How we provide support and intervention for those with identified needs |
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| The class teacher and the teaching assistant keep careful track of the child and record any observations. | Pupils are encouraged to work within small groups with the support of an additional adult. | <ul style="list-style-type: none"> • Additional spelling practice • Daily reading and reading comprehension • Rapid reading scheme • Letters and sounds programme |
| If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as Woodlands outreach. | Pupils are given work which is carefully differentiated, and pupils are put into ability groups when appropriate. | |
| The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment is requested. | Pupils are encouraged to use resources to support their learning such as word banks, number lines and bead strings. | |
| Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening. | Specific interventions are put into place to aid pupils to develop the skills that they require to be able to access the curriculum. | |

1 General/moderate learning difficulties/Specific Learning Difficulties -Dyslexia/Dyscalculia

| How we identify needs, assess and review progress | How we adapt teaching to ensure access to the curriculum | How we provide support and intervention for those with identified needs |
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| The class teacher and the teaching assistant keep careful track of the child and record any observations. | Pupils are encouraged to work with an adult within a small group when appropriate. For some activities pupils are grouped within ability groups. | <ul style="list-style-type: none"> • Toe by Toe • Pen friend • Wave 3 / Springboard materials • Use of an iPad for reading (the font and number of words can be changed to make the text more accessible). • Memory activities such as pellmanism, use of ICT games. • Speed Up • Coloured overlays / reading rulers. • PAT • SNIP • Power of 1/2 |
| If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as Woodlands outreach. | Pupils receive specific interventions to aid them with acquiring the skills that they need to be able to access the curriculum. Pupils are encouraged to work within the classroom with subtle support. | |
| For some pupils an assessment with an educational psychologist is requested. | Pupils are encouraged to develop their own strategies to help them overcome the difficulties that they have, for example learning a pneumatic to aid with remembering spellings. | |
| The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made, then either other interventions are suggested or another referral is made or statutory assessment is requested. | Pupils are encouraged to access resources to support their learning such as word banks, ACE dictionaries, number lines etc. | |
| Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening. | Pupils are given the opportunities to revisit concepts more frequently than other pupils to ensure that pupils are secure with concepts. | |
| If pupils have a statement of special educational need, then they have yearly annual reviews to review their progress. | | |

Social, Mental and Emotional Health

| How we identify needs, assess and review progress | How we adapt teaching to ensure access to the curriculum | How we provide support and intervention for those with identified needs |
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| The class teacher and the teaching assistant keep careful track of the child and record any observations. | Pupils are encouraged to work with others within a small group with the support of an adult. | <ul style="list-style-type: none"> • Anger management • Quiet / special places offered for reflection • Circle of friends • ELSA support |
| If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or referral will be made through an early help assessment form. | Pupils are encouraged to share their ideas with others and adults' model how to take turns, share and negotiate with their peers. | |
| If appropriate, then a referral will be made to CAHMs (child and adolescent mental health) or counselling services. | Pupils are provided with clear guidance and expectations for expected behaviours. All staff are aware of these and reinforce the same consistent expectations. | |
| Parents can also referral their child for assessments or to raise concerns by visiting their GP. | Parents are aware of the behavioural expectations that we have so they can reinforce these at home. This helps to provide the pupil with a consistent approach. | |
| Pupils are regularly reviewed through internal tracking data, standardized assessment scores and national assessments such as SATs and the year 1 phonic screening. | | |

Sensory and/or Physical:

1. Hearing Impaired

| How we identify needs, assess and review progress | How we adapt teaching to ensure access to the curriculum | How we provide support and intervention for those with identified needs |
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| The class teacher and the teaching assistant keep careful track of the child and record any observations. | Pupils usually work within a small group with the subtle support of an adult. | <ul style="list-style-type: none"> • Ensuring pupils sit near the front of the classroom. • Following advice from sensory inclusion. • Pupils encouraged to wear hearing aids if appropriate and an amplification loop box can be worn by the adults if this is suggested by the sensory inclusion team. |
| If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as the sensory inclusion team. | The adult will repeat the ideas and comments of other children when the class are discussing ideas, in a clear and audible voice. | |
| Parents can also request an assessment by visiting their GP. | Pupils are encouraged to wear hearing aids if appropriate and these are monitored daily in a subtle and unobtrusive way. | |
| Pupils are given regularly reviewed and assessed by the sensory inclusion team. They also monitor their hearing aids and ensure that they are working adequately and replace any parts that are no longer working. | Pupils are encouraged to ask for ideas to be repeated or to be explained again if they have not heard or understood them. | |
| Pupils are regularly reviewed through internal tracking data, standardized assessment scores and national assessments such as SATs and the year 1 phonic screening. | | |

2.Visually impaired

| How we identify needs, assess and review progress | How we adapt teaching to ensure access to the curriculum | How we provide support and intervention for those with identified needs |
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| Pupils are monitored carefully and if there are concerns then parents are requested to take their child for an appointment with the optician. | Pupils are encouraged to sit near the front of the class so they can clearly see any visual information that is displayed. | <ul style="list-style-type: none"> • Providing pupils with documents which use a larger font. • Using different coloured paper to print worksheets and tasks onto. • Using coloured overlays / reading rulers. |
| For pupils with significant impairments a request is made with the sensory inclusion team. This is usually requested by the child's optician or by an optometrist. | Any information that is displayed on the whiteboard is presented using a clear and large font. If this is not possible then the pupils are given a copy of what is to be displayed. | |
| Pupils are given regularly reviewed and assessed by the sensory inclusion team. Additional strategies and interventions are suggested. | If pupils have a significant visual impairment, then the teacher will ensure that furniture and resources stay in expected locations so they are easy to find. | |
| Pupils are regularly reviewed through internal tracking data, standardized assessment scores and national assessments such as SATs and the year 1 phonic screening. | | |

3 Physical Difficulties

| How we identify needs, assess and review progress | How we adapt teaching to ensure access to the curriculum | How we provide support and intervention for those with identified needs |
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| <p>Parents are best placed to advise us about the specific physical needs of their child. We therefore rely upon good communication between home and school to ensure that concerns about the child are addressed promptly.</p> | <p>Pupils are encouraged to sit with the rest of their class or small groups to listen to the ideas of others. They will either have a fidget to maintain focus or an adult to sit with them to keep them on task.</p> | <ul style="list-style-type: none"> • Cool kids • Teoderrescu • Pre writing skills • Pencil grips/tri grip pencils/pens • Ipads • Wobble cushions • Fidget toys • Interventions as suggested by the occupational therapy team |
| <p>The class teacher and the teaching assistant keep careful track of the child and record any key observations.</p> | <p>Pupils are provided with resources such as pencil grips, iPads etc so that they can write about their own ideas</p> | |
| <p>If the child continues to be of concern the SENCo will observe and suggest either intervention strategies or refer to an external agency such as occupational therapy team.</p> | <p>When the pupils are completing physical activities such PE/Outdoor learning they are encouraged to participate in the same way as their peers. If this is not possible changes are made to resources and or support to include them.</p> | |
| <p>An assessment with the occupational therapy team will be undertaken if appropriate and then additional strategies will be implemented</p> | <p>When the pupils are using tools and resources the appropriate use of these are modelled by an adult and specialist tools are used as appropriate.</p> | |
| <p>Parents can also request an assessment with the occupational therapy team by visiting their GP</p> | | |
| <p>If appropriate and request for statutory assessment is made and additional interventions and strategies are put in to place to support pupils.</p> | | |
| <p>Pupils are regularly reviewed through internal tracking data and national assessments such SATs and Yr1 Phonic screening check.</p> | | |