



Wistanstow CE Primary School believes that all pupils should be respected and valued.

1. Introduction

WISTANSTOW CE PRIMARY SCHOOL SEN POLICY
AND INFORMATION REPORT
REVIEWED FEBRUARY 2017

Wistanstow is a small rural school with pupils ranging from 4-11 years of age. There are currently three class within our school.

We are an inclusive school, which encourages all pupils to achieve their potential through targeted support.

Wistanstow strives hard to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs
- Can learn and make progress according to their individual developmental trends
- Are assessed using appropriate assessment tools and guidelines
- Have equal access to resources, provision and interventions as needed

Special educational provision is educational provision that is additional to or different from that made generally for others of the same age. This goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our School has a Special Educational Needs Co-ordinator (SENCO) who is responsible for the Management of provision and or support for identified pupils with Special Educational Needs and Disabilities (SEND). The SENCO is Mrs. Townley and she can be contacted at the school. She will liaise with parents and support teachers and other staff to enable them to provide appropriate assessment and focused provision for children in their class with SEND.

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

Parents are consulted at each stage in their child's education and their views and wishes are extremely important.

Our SEND provision is monitored by the Local Education Authority and a monitoring report is issued. This is available to parents through the school.



**At Wistanstow
we fully engage
with parents
and pupils.**

2. Parental and Pupil Involvement

W I S T A N S T O W C E P R I M A R Y S C H O O L S E N P O L I C Y
A N D I N F O R M A T I O N R E P O R T
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Parents know their children best, and at Wistanstow we recognize the importance of listening and responding when they express concerns about their child.

Parents Group:

We have a parents' group which meets once per term to discuss the school's SEN provision. This gives all parents an opportunity to share ideas and make suggestions about how we could improve what we offer to children with SEN and disabilities.

Individual Parents:

Where a child is receiving SEN support we will talk to parents termly to set clear outcomes and review progress towards them. We will discuss the activities and support that children may need, and identify the help that parents can give. A 'Plan-Do-Review' will be completed at this meeting which will:

- Assess the child's current skills and level of progress
- Set specific, measurable, achievable, realistic targets with a timescale for completion
- List the intervention and support
- Set a date for review to evaluate progress and impact.

These discussions will be led by the class teacher with the support of the SENCO. They may also involve the participation of a representative from an outside agency or discussion of a report from an outside agency.

During these meetings we will ensure there is sufficient time for parents to express their views and to plan activities and support with them. We will also involve children either during these parental meetings or at separate pupil meetings as appropriate. At these meetings we will listen to the views of the child and ensure they feel adequately supported in school, both in terms of their academic progress and also their social and emotional needs.

A record will be kept of the meeting so that everyone is clear about the actions and support agreed and this will be shared with all present at the meeting and other staff as appropriate.



3. Inclusion

W I S T A N S T O W C E P R I M A R Y S C H O O L S E N P O L I C Y
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All children should have an opportunity to engage in all school activities.

At Wistanstow we recognize the importance of giving all children equal access to activities in the school.

Single Equality Policy

Our Single Equality Policy outlines our commitment to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

At Wistanstow CE Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Accessibility Plan

The school has an Accessibility Plan which outlines its priorities to ensure children have equal access to school activities and the curriculum.



The school is committed to taking measures to prevent bullying.

4. SEND pupils and anti-bullying measures.

W I S T A N S T O W C E P R I M A R Y S C H O O L S E N P O L I C Y
A N D I N F O R M A T I O N R E P O R T
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Government figures show that more than 80 per cent of young people with a statement of educational need or a disability have been bullied, compared with under two thirds for other young people¹.

Wistanstow school has a strong anti-bullying policy which can be found on the website. The school recognises that bullying has an adverse effect on mental health, achievement and self-esteem, and can be a distressing experience for the child concerned and their families.

Bullying of children with disabilities or SEN can take overt forms of physical and verbal abuse. It is also important to note that, although it is usually assumed that behaviour must be repeated or persistent, Government guidance makes it clear that a "one-off" incident can still be dealt with as bullying, particularly if the victim is clearly targeted because of a disability .

Staff working at Wistanstow are aware that the bullying of children with disabilities and SEN can take specific forms not experienced by other children. For example, children with learning difficulties can be manipulated into doing things they would not ordinarily do, such as stealing, and children with behavioural and emotional difficulties can be provoked into acting out aggressively.

Identification of bullying can be made more difficult where children with developmental conditions, such as autism, may not recognise they are being bullied.

Some children will also need extra support in their preferred method of communication if they are to be able to relate their experience of bullying to adults.



5. Areas of Need

W I S T A N S T O W C E P R I M A R Y S C H O O L S E N P O L I C Y
A N D I N F O R M A T I O N R E P O R T

The new 'Draft Code of Practice' (Oct 2013) states that there are four main areas which cover Special Educational Needs.

For more details on each of the areas of need go to: www.gov.uk and search for Draft Special Educational Needs and Disability code of practice P96.

There are 4 main areas of Need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional health
4. Sensory and/or Physical

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways such as becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



6. Waves of Intervention

W I S T A N S T O W C E P R I M A R Y S C H O O L S E N P O L I C Y
A N D I N F O R M A T I O N R E P O R T

**Wistanstow's
'Waves' of
Intervention
allow us to offer a
Graduated
Approach to
meeting the
needs of children
with SEND.**

There are three Waves of Intervention:

1. Wave 1: Quality First Teaching
2. Wave 2: Targeted Support
3. Wave 3: Specialised Intervention

Wave 1

All children are entitled to High Quality First teaching. Within Wave 1 some children may be taught in small groups or in a one-to-one situation to support their learning. Teachers are skilled at adjusting their teaching to suit the different ways children learn. If a child does not make progress within the Wave 1 provision they can be given additional help and support at Wave 2 or 3.

Wave 2

In Wave 2 a Pupil Planning meeting will take place with the class teacher, SENCO, parent and pupil to discuss intervention. The intervention is usually small group work and will be time limited. By the end of the intervention, children in the group should have caught up with their peers. If the child is still not making progress they will be moved onto Wave 3 support.

Some children may not benefit from Wave 2 intervention and be move directly on to Wave 3 support.

Wave 3

If it is thought that the pupils has a recognized special need, it will be necessary to carry out a more in-depth assessment and a programme of intensive intervention. The SENCO will offer support in advising on the effective implementation of the agreed support.

For a small number of pupils whose progress still fails to accelerate, the school and parents may agree that a Multi-Agency Assessment is necessary, as the pupils may benefit from additional resources which the school is unable to provide from within its SEN budget. These children may be given an Education, Health and Care Plan which outlines their specific needs and provision to meet them.



7a. Our Provision: Communication and Interaction

W I S T A N S T O W C E P R I M A R Y S C H O O L S E N P O L I C Y
A N D I N F O R M A T I O N R E P O R T

Speech Language and Communication Needs

1. How we identify needs, assess and review progress
2. How we adapt teaching to ensure access to the curriculum
3. How we provide support and intervention for those with Speech Language and Communication needs.

Identifying needs, assess and review progress

Identification by the class teacher via observations, whole school assessment pupil tracking, Policy and Information from transferred schools, parental Policy and Information, in class assessments, and standardised tests. The SENCO has an MA in Applied Linguistics and has experience teaching children with Speech and Language difficulties. If further support is needed a referral can be made to the speech and language team.

A suitable programme will be put in place. 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.

If pupils have a Education, Health and Care Plan then they have yearly annual reviews to review their progress.

Adapting teaching to ensure access to the curriculum.

- Adult modelling of correct uses of language by subtle repetition
- Pre-teaching new vocabulary and topic words before they encounter them within the classroom
- Children are encouraged to share their ideas with others in the classroom e.g. in show and tell sessions, circle time, drama and hot seating. This may be done within a small group until they are secure in sharing their ideas before sharing within the whole class

Providing support and intervention for those with identified needs.

- Following specific interventions as suggested by the speech and language team.



Autistic Spectrum Disorder/ Condition

7b. Our Provision: Communication and Interaction

W I S T A N S T O W C E P R I M A R Y S C H O O L S E N P O L I C Y
A N D I N F O R M A T I O N R E P O R T

1. How we identify needs, assess and review progress
2. How we adapt teaching to ensure access to the curriculum
3. How we provide support and intervention for those with Autistic

Identifying needs, assess and review progress

Identification by the class teacher via observations, whole school assessment pupil tracking, Policy and Information from transferred schools, parental Policy and Information, in class assessments, and standardised tests. In consultation with the SENCO a referral can be made to a suitable outside agency such as Woodlands Outreach or CAHMS for a formal diagnosis. Parents also have the option to refer their child for assessment by visiting their GP.

A suitable programme will be put in place. 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.

If pupils have a Education, Health and Care Plan then they have yearly annual reviews to review their progress.

Adapting teaching to ensure access to the curriculum.

- Visual timetables are used within the classroom and children are prepared in advance when there are changes to the routines
- Stress and anxiety triggers are monitored so that they can be avoided
- Pupils are given instructions and requests in clear and consistent language and instructions are given in smaller chunks if necessary.

Providing support and intervention for those with identified needs.

- Following specific interventions as suggested by outside agencies.



Moderate Learning Difficulties

8a. Our Provision: Cognition and Learning

W I S T A N S T O W C E P R I M A R Y S C H O O L S E N P O L I C Y
A N D I N F O R M A T I O N R E P O R T

1. How we identify needs, assess and review progress
2. How we adapt teaching to ensure access to the curriculum
3. How we provide support and intervention for those with Moderate

Identifying needs, assess and review progress

Identification by the class teacher via observations, whole school assessment pupil tracking, Policy and Information from transferred schools, parental Policy and Information, in class assessments, and standardised tests. In consultation with the SENCO a referral can be made to a suitable outside agency such as Severndale outreach.

A suitable programme will be put in place. 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.

If pupils have a Education, Health and Care Plan then they have yearly annual reviews to review their progress.

Adapting teaching to ensure access to the curriculum.

- Working in a small group with the support of an additional adult.
- Carefully differentiated work with pupils working in an appropriate group for their ability
- Use of support resources such as word banks, number lines and bead strings.
- Use of multi-sensory equipment/activities as appropriate
- Use of ICT games and software

Providing support and intervention for those with identified needs.

- Daily reading sessions
- Phonic support sessions
- Additional Spelling Practice
- Literacy and Maths intervention programmes suitable to age and ability of pupils e.g. Fischer Family Trust Wave 1 Literacy intervention, 'In and Instant' Maths programme
- Additional specific interventions as suggested by outside agencies



8b. Our Provision: Cognition and Learning

W I S T A N S T O W C E P R I M A R Y S C H O O L S E N P O L I C Y
A N D I N F O R M A T I O N R E P O R T

**Specific Learning Difficulties:
e.g. Dyslexia, Dyscalculia**

1. How we identify needs, assess and review progress
2. How we adapt teaching to ensure access to the curriculum
3. How we provide support and intervention for those with Specific

Identifying needs, assess and review progress

Identification by the class teacher via observations, whole school assessment pupil tracking, Policy and Information from transferred schools, parental Policy and Information, in class assessments, and standardised tests. The SENCO is trained to identify and assess children with Dyslexia. Children with other learning difficulties will be referred to a suitable external agency such as Severndale Outreach.

A suitable programme will be put in place. 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.

If pupils have a Education, Health and Care Plan then they have yearly annual reviews to review their progress.

Adapting teaching to ensure access to the curriculum.

- Working in a small group with the support of an additional adult.
- Carefully differentiated work with pupils working in an appropriate group for their ability
- Suitable additional resources, equipment and learning aids such as word banks, number lines, phonic dictionaries.
- Use of ICT games and software
- Use of multi-sensory equipment/activities as appropriate
- 'Overlearning' of concepts through opportunities to revisit learning more frequently than other pupils

Providing support and intervention for those with identified needs.

- Children with dyslexia can be given support in the school following the Hickey programme supplemented by other programmes: Alpha to Omega,
- Additional phonic support sessions
- Access to graded phonic reading books
- 'In an Instant' maths programme
- Additional specific interventions as suggested by outside agencies



Social, Mental and Emotional Needs

9. Our Provision: Social, Mental and Emotional

W I S T A N S T O W C E P R I M A R Y S C H O O L S E N P O L I C Y
A N D I N F O R M A T I O N R E P O R T

1. How we identify needs, assess and review progress
2. How we adapt teaching to ensure access to the curriculum
3. How we provide support and intervention for those with Social, Mental

Identifying needs, assess and review progress

Identification by the class teacher via observations, whole school assessment pupil tracking, Policy and Information from transferred schools, parental Policy and Information, in class assessments, and standardised tests. Poor behaviour does not mean that a child has special educational need and reference should be made to the school's behaviour policy. However some children have specific mental health issues, anger management problems and emotional and social delay. For these children, in consultation with the SENCO, a referral can be made to a suitable outside agency such as CAHMs. Parents can also refer their child for assessments or raise concerns by visiting their GP.

A suitable programme will be put in place. 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.

If pupils have a Education, Health and Care Plan then they have yearly annual reviews to review their progress.

Adapting teaching to ensure access to the curriculum.

- Working in a small group with the support of an additional adult. Elaine Hughes HLTA has received training in the Theory and Practice of Nurture Groups, Building self-esteem and Relationships and Communications.
- Adults will model appropriate behavior such as taking turns, sharing and negotiating with other pupils
- The whole school behavior policy will be consistently applied
- Rewards/stars/stickers/star pupil awards
- Circle Time
- Consistent routines/boundaries and expectations of behavior within the class

Providing support and intervention for those with identified needs.

- Home/School links so that teachers and parents deal with issues consistently
- Quiet areas offered for reflection



10a. Our Provision: Sensory and/or Physical

W I S T A N S T O W C E P R I M A R Y S C H O O L S E N P O L I C Y
A N D I N F O R M A T I O N R E P O R T

Hearing Impaired

1. How we identify needs, assess and review progress
2. How we adapt teaching to ensure access to the curriculum
3. How we provide support and intervention for those children who are

Identifying needs, assess and review progress

Identification by the class teacher via observations, whole school assessment pupil tracking, Policy and Information from transferred schools, parental and medical Policy and Information. In consultation with the SENCO, a referral can be made to a suitable outside agency such as the sensory inclusion team. Parents can also refer their child for assessments or raise concerns by visiting their GP.

A suitable programme will be put in place. 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.

If pupils have a Education, Health and Care Plan then they have yearly annual reviews to review their progress.

Adapting teaching to ensure access to the curriculum.

- Working in a small group with the support of an additional adult.
- Adults will repeat the ideas and comments of other children in a clear and audible voice if necessary
- Pupils encouraged to wear hearing aids if appropriate
- Pupils encourage to ask for ideas to be repeated or explained again if they have not heard or understood them.

Providing support and intervention for those with identified needs.

- Additional specific interventions as suggested by outside agencies



10b. Our Provision: Sensory and/or Physical

W I S T A N S T O W C E P R I M A R Y S C H O O L S E N P O L I C Y
A N D I N F O R M A T I O N R E P O R T
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Visually Impaired

1. How we identify needs, assess and review progress
2. How we adapt teaching to ensure access to the curriculum
3. How we provide support and intervention for those who are Visually

Identifying needs, assess and review progress

Identification by the class teacher via observations, whole school assessment pupil tracking, Policy and Information from transferred schools, parental and medical Policy and Information. In consultation with the SENCO, a referral can be made to a suitable outside agency such as the sensory inclusion team. Parents can also refer their child for assessments or raise concerns by visiting their GP.

A suitable programme will be put in place. 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.

If pupils have a Education, Health and Care Plan then they have yearly annual reviews to review their progress.

Adapting teaching to ensure access to the curriculum.

- Children encouraged to sit where they can clearly see any visual information that is displayed
- Information e.g. on the whiteboard, will be presently using a clear large font or the child will be given a copy of what is to be displayed.

Providing support and intervention for those with identified needs.

- Additional specific interventions as suggested by outside agencies



10c. Our Provision: Sensory and/or Physical

W I S T A N S T O W C E P R I M A R Y S C H O O L S E N P O L I C Y
A N D I N F O R M A T I O N R E P O R T

Physical Needs

1. How we identify needs, assess and review progress
2. How we adapt teaching to ensure access to the curriculum
3. How we provide support and intervention for those with Physical

Identifying needs, assess and review progress

We are committed to ensuring all children have access to the facilities of the school and extra-curricular activities. Parents are best placed to advise us about the specific physical needs of their child and we will rely on good communication between home and school to ensure needs are met. Careful observations by adults in the school will help identify areas of concern and medical Policy and Information.

In consultation with the SENCO, a referral can be made to a suitable outside agency such as the Occupational Therapy Team. Parents can also refer their child for assessments or raise concerns by visiting their GP.

A suitable programme will be put in place. 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.

If pupils have a Education, Health and Care Plan then they have yearly annual reviews to review their progress.

Adapting teaching to ensure access to the curriculum.

- Appropriate resources and adaptations of the environment will be provided such as pencil grips, laptops, adaptations to PE equipment

Providing support and intervention for those with identified needs.

- Additional specific interventions, resources and adaptations to the school environment as suggested by outside agencies.



Wistanstow supports children in key transition points.

11. Transition Arrangements

WISTANSTOW CE PRIMARY SCHOOL SEN POLICY AND INFORMATION REPORT

Wistanstow supports children as they move from under 5 settings into the Reception Year, and as they move to secondary school from Year 6.

Moving from Under 5s into Reception.

We have transition arrangements for all children moving from their under 5s settings into Reception. These include visits by parents and children to our school, and visits of staff to under 5 settings. We also have access to children's attainments and achievement records from these settings. For children with SEN and disabilities we will also put in place additional meetings with parents, and set up multi-agency meetings if necessary to ensure a smooth transition into school.

Moving to Secondary School

Most children go to Church Stretton Secondary School from our school. There are transition arrangements in place for all children moving to this school.

- We have 'curriculum days' at the Church Stretton Secondary school throughout children's time at school starting from Reception. This enables the children to become familiar with the secondary school.
- There are structured visits to the secondary school for children in Year 5 and then again in Year 6 to enable them to have 'taster' days at the school.
- Pupils and teachers from the secondary school visit our school to talk to the children and also to staff.

For children with SEN and disabilities we arrange extra meetings with the SENCO at the secondary school and the SENCO will attend annual reviews for children in Year 6. We ensure that plans include necessary transition arrangements in consultation with children and parents.



**Wistanstow
uses staff
expertise and
experience to
support children
with SEND**

12. Staff Expertise

W I S T A N S T O W C E P R I M A R Y S C H O O L S E N P O L I C Y
A N D I N F O R M A T I O N R E P O R T

This page outlines the training, expertise and/or experience staff at Wistanstow school have in supporting children with particular aspects of SEN and/or bullying and improving children's emotional and social development.

Barbara Townley—SENCO

National SENCO Award

AMBDA Dyslexia Qualification

English as an Additional Language TEFL Award and 2 years teaching experience

Experience of working with children with Selective Mutism and speech delay.

Marie Thomas—Class Teacher

Experience of writing and implementing a Bullying Policy in a Secondary school and establishing a Bullying Council within school.

Has experience teaching children with:

- Emotional and Behavioural Difficulties
- English as a Second Language
- Deaf Children - a special unit within a school
- ADHD
- Aspergers

Tamsin Griffiths - Class Teacher

Training

- Autism

Experience teaching children with:

- Dyslexia
- Emotional and Behavioural Difficulties

Kym Jones -Teaching Assistant

Training:

- ADHD
- Fisher Family Trust Programme for children in Y1/2 with delayed literacy
- Autism

Experience of delivering the following support to children with SEND:

- Phonics
- Speech Therapy in partnership with the Speech and Language Team
- Supporting children with Selective Mutism and speech delay in class