



SEND (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

INFORMATION REPORT 2017

WRINGTON CHURCH OF ENGLAND PRIMARY SCHOOL

Wrington Primary School is a mainstream inclusive school welcoming all children, some of whom may have special or additional needs and/or a disability.

THE LOCAL OFFER

The Government has asked all Local Authorities to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0-25 who have a Special Need and/or Disability. This is known as The Local Offer. It can be found on the North Somerset Council website by searching for Local Offer or by clicking the link here for [North Somerset Local Offer for Special Educational Needs and Disability - SEND](#).

This Information Report informs parents and carers about how we welcome, support and make effective provision for children with special educational needs and disabilities (SEND). We will keep our offer under review asking parents and children what is working well and what they want to improve. Our Special Needs and Disability Policy is published on the school website.

OUR VISION

Our vision at Wrington is to be a community where each and every child is **cherished** for their individuality, **nurtured** to enable them to **flourish**, encouraged and provided with exciting opportunities so that they can **aspire** and succeed; being the best they can be.

We work together to create a safe, caring and respectful environment full of happy, confident children keen to learn, ready for a challenge and enthusiastic to discover and develop knowledge, skills and talents. Respect and tolerance are central to the ethos of the school.

OUR TEAM:

Roles, responsibilities and expertise

Our enthusiastic and committed team comprises fully qualified and experienced teachers with a diverse range of specialisms, a highly skilled learning support staff and a dedicated team of lunchtime and office staff. The class teacher is the first point of contact if you have any concern about your child.

Special Educational Needs Co-ordinator (SENCO)

Our school SENCO is Mrs Tracey Jones and she can be contacted directly (often available in the library) or via the office (Tel: 01934 852553, Email: wrington.pri@n-somerset.gov.uk). She works closely with teaching and support staff, parents, children and external professionals to improve outcomes for children with additional needs. Mrs Jones holds the National Award in Special Educational Needs Co-ordination from Bath Spa University (a qualification already held in school by

Mrs Clarke, Deputy Headteacher). In addition to her SENCO role, Mrs Jones is also a skilled teacher with class experience from Reception to Year 6. Close links are maintained between SENCOs within the Churchill cluster and beyond to ensure our practice is continually improving.

Learning Mentor

Good mental health is recognised as a priority for our children. May Allan is our Learning Mentor and works with children, including those with additional needs, on a range of social, emotional and behavioural issues as well as with families in a variety of supportive roles including attendance. With a degree in Psychology, she is a great asset to our team. She brings a wide range of knowledge, expertise and experience to her role which is fully utilised for the benefit of children, families and staff. Meeting with other Learning Mentors ensures what we do at school is continually developing and growing. Mrs Allan can be contacted via the office as above. Further information is available on our website.

Staff Development

Continuous Professional Development for staff related to SEND has included training in Autism, Dyslexia, Dyspraxia, Special Needs Coordination, Attachment, Speech and Language and Hearing Support, Precision Teaching, Achievement for All and classroom strategies for accessible learning.

FACILITIES

Wrighton is a 'one form entry' school in the heart of the village of Wrighton. Our facilities include a Victorian school building enriching the school with history as well as a range of more modern classrooms. We benefit from:

- A large field with a trim trail, climbing wall, pergola, sports pitches and woodland.
- Two playgrounds, one with a climbing 'Ark'.
- A conservation area including a pond, Jubilee Garden, allotment area and wildlife cameras.
- Interactive whiteboards or high resolution screens in all classrooms.
- A range of computers and Ipads in all classes.
- A small room with shower for intimate care.
- A music studio for music lessons.
- An extensive and welcoming library with group space for Learning Mentor activities.
- A hall (equipped with wall bars) used for lunches, PE, assembly and other activities.
- A resource room with small, separated spaces for intervention groups or one to one work.
- There is a slope and a few steps between Key Stage 1 and 2 with a handrail by the steps.
- A recently enhanced Reception Class outdoor space including undercover areas (with support from Bristol Airport), sand-pit, water trays and ride-along track.
- Coloured glass boards in Years 5 and 6
- Acoustic enhancements in some classrooms.
- Adapted toilets at the top and bottom of the school.

Within the village we are able to use the local churches for services, learning and performances; the Memorial Hall for productions; Lower Stock Farm via Farmlink for outdoor and cookery activities; the Bowls Club and the surrounding area for local walks and exciting learning opportunities.



CURRICULUM

At Wrington we offer a diverse and exciting curriculum to all children, inspiring a love of learning and developing life-long skills. We cater for different interests. Our PE has been recognised within the county, with a range of opportunities being provided by school staff and PE coaches during and after school. Music and performance is integrated in all parts of the school, including specialist music teaching and whole class instrumental lessons.

French is taught by a specialist teacher as well as Latin (Years 5 and 6). Chess is taught by an expert in Year 4 each week. Weekly enrichment activities such as gardening, cooking and visits are provided for small groups across the school. Development teams involving mixed age groups meet for occasional days across the year and promote leadership and collaboration skills through fun and challenging activities aimed at improving the school.

For all children, the curriculum is appropriately differentiated by the class teacher and adapted to meet the needs and learning styles of the children. Provision is further personalised to meet additional needs or SEND as appropriate, tailored precisely to the needs of the child. Children learn both with and from each other, in and outside of the classroom. Where a child has an additional need, arrangements are put in place to enable them to access activities together with their peers for example, providing additional adult support, adapted tasks, additional equipment etc.

WORKING WITH AND SUPPORTING FAMILIES

We actively encourage a strong partnership between home and school and involve parents and carers at every opportunity. Communication with parents takes place through regular reports, agreeing and contributing to Individual Learning Plans, meetings and events as well as informal discussions. Families are welcomed to plays, concerts, special assemblies, presentations of learning and feedback sessions throughout the year. Many parents volunteer as readers or help in school on a regular or ad-hoc basis. Additional meetings with parents of children with SEND or those on the Achievement for All (AfA) programme are arranged throughout the year and children will be invited to participate in some of the meetings. Parent 'coffee mornings' take place to provide an opportunity to consult and inform parents. Teaching staff, SENCO and Learning Mentor all work directly with parents to provide support, advice and guidance and share information and ideas. Our links with the churches of the Parish and with the wider community are enriched by volunteers who come into school weekly to help in class, listen to readers and participate in assembly.

Links for organisations that offer support to parents of children with SEND can be found on the school website or by contacting the SENCO.

CONSULTING CHILDREN

Children are involved in discussions about what helps them and what they find difficult as an on-going part of their learning. In addition, the SENCO holds regular group sessions to collect the views of children with SEND about what works well and how things could be improved. Those children on the AfA programme (see below) participate in pupil/teacher/parent meetings, contributing to plans to support and develop learning.



ACHIEVEMENT FOR ALL (AFA)

The school is part of a national initiative called 'Achievement for All'. This involves working closely with the families of children who are not achieving their full potential to find innovative ways to tackle any barriers to learning, putting the whole child at the centre of the process. More information is available on the school website about the AfA programme.

IDENTIFYING SPECIAL NEEDS

The Special Educational Needs Code of Practice (2015) defines a child of compulsory school age as having a special educational need if he or she has:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of the educational facilities generally provided in the area.

School: We carefully monitor and track the progress and achievement of all children throughout their time at the school both on a day by day basis and through regular assessment and 'quizzes'. This means that we are aware when a child's progress has slowed or not moved forward at an expected rate, stopped or has regressed. Any adult working in school may also notice signs of a child having difficulty whether academically, socially, emotionally or physically and would discuss thoughts and observations with the Class Teacher, SENCO or Learning Mentor.

Parents: Often parents may be the first to identify questions or concerns about their child and we encourage those views to be shared at the earliest opportunity.

Children: A child may discuss their own feelings or difficulties and/or concerns may identified by staff, parents or peers through observation and monitoring.

Nursery: We understand how important early identification of special educational is so our links with nurseries and pre-schools may highlight potential needs before a child joins us in Reception.



BROAD AREAS OF NEED

The SEND Code of Practice (2014) outlines four areas of need from the age of 0 to 25 as follows:

- **Cognition and learning** - This may include children who learn significantly slower than their peers because of a moderate, severe or profound learning difficulty. In addition, some children with a specific learning difficulty may need support in this area e.g. dyspraxia
- **Sensory and/or physical needs** - Children with a sensory or physical disability may need adult support, equipment or adaptations.
- **Communication and Interaction** - Children with speech and language difficulties or those on the Autistic Spectrum may need support in this area.

- **Social, emotional and mental health issues:** - These issues may manifest themselves in any number of ways such as challenging behaviour, anxiety or depression and may include specific conditions such as Attention Deficit and Hyperactivity Disorder (ADHD)

Children with SEND may have needs in more than one area and these can change significantly over time. Regular discussion with the child and adults involved with them, as well as regular assessment, planning, doing and reviewing ensure that interventions and strategies match evolving needs.



PROVISION

Individual Learning Plans (ILPs) may be used to record targets, resources and progress for a child and this will be created in conjunction with parents and children.

Classes benefit from the expertise of Learning Support Staff and the allocation of this resource reflects the age and needs of the children in each class. Staff may work with individuals or groups both within and outside of the class. We also employ other staff as necessary to support children with additional needs e.g. one to one teaching. This is one of the ways we use the delegated SEND budget. In exceptional cases a child's needs may be so great that the school is able to apply for 'Top-Up Funding'. This may enable additional equipment, activities, opportunities or 'one to one' support to be provided as necessary within the class and/or at lunchtime to meet the specific needs of the child. Decisions to allocate funding are taken by the Headteacher, in consultation with the SENCO, parents and child, subject to the approval of the Governing Body.

Our highly skilled Learning Mentor works with some of our more vulnerable children, individually and in groups as well as providing advice and guidance to parents. Our SENCO advises on, delivers or commissions a range of interventions to support some children with identified needs working closely with teaching and support staff.

Varied, high quality resources are available to support a range of needs including ICT resources which are accessible to children both in school and sometimes at home. Additional resources may be obtained either on loan or purchase to meet a specific need. Examples of resources and interventions currently available might include:

- Nesy Reading and Spelling' (for children with dyslexia/dyslexic tendencies)
- Nesy Numbers (for maths support)
- Nesy Writing Beach (for literacy support)
- Speech and Language Group (to improve language skills, vocabulary etc.
- Manipulative games and equipment e.g. Number Box, Numicon, specialist equipment for specific needs.
- Learning and Me workshops have been held to build self-esteem/improve learning strategies
- Memory Club to develop memory skills.
- The school is also working to enhance the acoustic environment in parts of the school to provide a good learning space for children with hearing impairment.

MONITORING AND ASSESSMENT

Children's progress is monitored through continuous teacher assessment and observation as well as formal assessment. Specific Assessments and screening tools may be used such as Number Diagnostics, Social Thinking, Reading Assessments and Dyslexia Quest to identify areas of difficulty. Interventions, Individual Learning Plans and the involvement of external professionals are recorded using specialist software (Provision Map) to track and monitor progress.

In addition, social skills, general well-being and emotional health are observed and activities and interventions are put in place to support specific needs. Where additional and different strategies are put in place these are monitored and their impact assessed before deciding what, if any, further actions might be needed to enable a child to move forward.

Children are at the centre of all we do. Everyone is encouraged to reflect on their learning, finding ways to move forward, overcoming barriers. Progress is discussed with parents at Parent's Consultation Meetings or at a separate meeting to discuss next steps for children with additional needs. If a parent or teacher has concerns about a child's progress, attainment or wellbeing this will usually be discussed with the SENCO and/or Learning Mentor. The school follows the 'Assess, plan, do, review' cycles adapting teaching or accessing alternative strategies, resources or interventions to meet a child's identified needs.

EDUCATION AND HEALTH CARE PLANS (EHCP)

Where a child's needs are more complex and involve multiple agencies or a child fails to progress despite a range of interventions, it may be necessary to consider an Education and Health Care Plan (EHCP). Such plans are devised with the involvement of the Local Authority, Health and Social Services, parents and school; the child is an integral part of the whole process. EHCPs are replacing statements and maybe statutory or non-statutory.

EXTERNAL AGENCIES

The SENCO can make referrals to outside agencies as appropriate. The school works closely with colleagues from a variety of agencies to provide support, assessment, advice and intervention. These include Speech and Language Service, Occupational Therapy, Physiotherapy, Educational Psychologists, School Nursing Team, Sensory Support Services, Child and Adolescent Mental Health Service (CAMHS), and the Vulnerable Learners' Service.

ROLE OF THE GOVERNING BODY

The Governing Body monitor and review the progress of children with a Special Need and/or Disability and compare progress and attainment with those without. There is a Governor specifically identified, currently Mrs Sheila Bowker, with an interest in Special Needs and Disability and they meet with the SENCO at least annually, reporting back to the Governing Body. The Governing Body will also investigate any complaint or issue raised by parents to ensure a satisfactory resolution.



TRANSITION TO OR FROM SCHOOL

Starting school: Most children begin their education with us in Reception. To support both parents and children with this big step there is close liaison between nursery and pre-school providers including visits by Reception staff to settings to talk to children and adults. Home visits are carried out to enable children to share their interests. There are numerous opportunities for both children and parents to 'come to school' in the summer term. For some children there may be additional visits, meetings and preparations needed to ensure that children make a smooth and happy transition into school.

Parents of children with an Education and Health Care Plan (EHCP) or Statement of Special Educational Need are also offered a school planning meeting in the summer before their child starts school, with appropriate professionals, to prepare for the child's smooth arrival.

Moving to Secondary School: Children participate in activity days at their new school and have visits from the staff. Special work is completed to help prepare them for the change. To support children with SEND who are moving to secondary school the Year 6 class teacher/Learning Mentor/SENCO meet with parents, the child, staff and SENCO of the receiving school to discuss the child's needs and how best to facilitate the child's access to the school and curriculum. Additional arrangements are also put in place for vulnerable children to prepare them for the exciting step to secondary school. This may include additional visits, special activities etc. Consideration is given to issues such as transport, routines and organisation, the plan of the site, opportunities during unstructured times, changing teachers and parental contact, as well as the social and academic elements of the school life.

SCHOOL POLICIES

The Special Educational Needs and Disability Policy (SEND) and Accessibility and Medical Needs Policy are available on our website alongside our range of teaching and learning related policies.

RESOLUTION PROCEDURE

If a parent wishes to discuss or register a concern about their child's provision the first point of contact is the class teacher. After this, parents are encouraged to speak to the SENCO. There is also an SEND governor (see Governing Body above) who can be contacted via the school, or any member of the Senior Leadership Team who will investigate and respond to issues raised either verbally or in writing.



WHAT OUR PARENTS TELL US

“We have had great support from teaching staff and learning support staff. The school has worked hard to ensure that our child has the day to day support required.” (Parent of KS2 child.)

“Since our child joined Wrington we as a family have felt very welcomed by staff, pupils and parents. Our child receives fantastic support and staff work closely with range of professionals beyond the school. The teachers and support assistants encourage independence and support our child in class, in groups and in one-to-one, as appropriate. Thank you, Wrington School.” (New Parent)

“Thank you to you all for the support you are giving my child.”

“Class teacher and SENCO are extremely professional, knowledgeable and supportive. We feel very lucky that they have taken the time to try and understand our son, care about him and do as much as possible to support his needs. THANK YOU – it means a great deal to us.”

What our children tell us

“The extra support I have been having has really boosted my confidence.”

“The glass-board and the sound in the new classroom are better.” (KS2 children)

“(An adult) helps me to do some writing because I sometimes get stuck.”

“Reading to my teacher helped me and made it easier to catch up.” (New child)

“I like ‘Nessy’ because it helps me with my reading and writing.”

“Adults encourage you.” (Year 6 child)

“I like to talk to (an adult) about my worries.”

“I like the library because it is a calm place.” (Year 2 child)

“I love going out and doing exercises (with an adult). It helps stop my muscles aching.”

“I like the help I get in maths inside and outside of the Class.”

“It’s fun. I love doing that!”

I enjoy everything! (Year 6 child)

