



SEND (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)
INFORMATION REPORT 2020 - 2021
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: What North Somerset provide

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: [North Somerset Local Offer for Special Educational Needs and Disability \(SEND\)](#)

This Information Report explains how we welcome, support and provide for children with special educational needs and disabilities (SEND). We will keep our offer under review, asking parents and carers (where the word parent is used this applies to both parents and carers throughout this document) and children what is working well and what they want to improve. Our Special Needs and Disability Policy is published on the school website: [Special Educational Needs and Disability Policy](#).

OUR VISION: All about us

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 at the heart of what we do.

IDENTIFYING SPECIAL NEEDS: Who has a special need?

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 that 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 helps us spot when a child's progress has slowed or not moved forward at an expected rate, stopped or gone backwards. 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 are the first to have 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: Types of SEND

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: How are children supported?

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

Learning Support Staff work with children in groups, individually or as part of whole class learning according to need. We may also employ other staff as necessary to support children with additional needs e.g. one to one teaching. This is one way 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 specific needs.



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 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 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 that are accessible to children both in school and sometimes at home. Additional resources may be loaned or bought to meet a specific need. Examples might include:

- Nesy Reading and Spelling (for children with dyslexia/literacy difficulties)
- Speech and Language Group (to improve language skills, vocabulary etc.)
- Manipulative games and equipment e.g. Number Box, Numicon, specialist equipment for specific needs.
- Dyslexia friendly books
- Read Well book collection for emotional health
- Use of iPads with a range of Apps including those for SEND
- Use of laptops
- Use of Kindles/ebooks
- Coloured overlays
- Writing slopes
- Wobble cushions and fiddle toys
- Gym ball and wobble board
- Pencil grips and specialist writing tools
- Write from the start – handwriting intervention
- Phonics booster groups
- Precision Teaching
- Daily reading
- Memory resources to develop memory skills
- Emotional Literacy Support (ELSA)

SPECIFIC PROVISION FOR DISABLED PUPILS

All pupils with a disability are welcomed to the school and we work closely with the local authority, parents, professionals and the children to try to meet their needs, with or without an Education and Health Care Plan.

- There is a disabled toilet at the top and bottom of the school site with the lower part also including access to a shower/space for personal care if required.
- The school has improved the acoustic environment in parts of the school to provide a good learning space for children with hearing impairment including Year 2, Year 5 and Year 6 as well as the library.

- Five classrooms (in Reception, Key Stage 1 and Key Stage 2), have level or ramp access.
- Further improvements to the school site are being considered particularly for access between to top and bottom of the site and Year 4.
- We have plans for an all-weather track around the school field giving easier access to the field for children with mobility needs.

MONITORING AND ASSESSMENT: How are children doing?

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 shared with parents at parent meetings, review meetings, AFA 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 the SENCO and/or Learning Mentor may also be involved. The school follows the 'Assess, plan, do, review' cycles adapting teaching or accessing alternative strategies, resources or interventions to meet a child's needs. The school has also introduced Class Dojo as a way of having more regular and informal contact between parents and school allowing much closer and immediate communication. This is particularly useful for those learning at home.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) REGISTER

If a child has a significant difficulty in learning compared to their peers and requires support to achieve their learning they may be added to the SEN Register. A child on the SEN Register may be removed from the register if the support required is reduced or their learning needs are no longer significantly different from their peers. Parents are normally informed annually if a child is on the SEN Register.

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). Plans are devised with the Local Authority, Health and Social Services, parents and school; the child is at the centre of the process. EHCPs may be statutory or non-statutory.

EXTERNAL AGENCIES: Other sources of support

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 (hearing and vision), Child and Adolescent Mental Health Service (CAMHS), and support services from the Local Authority. We also work with a variety of private providers as appropriate.

Direct sources of support for families can be found here: [North Somerset Local Offer Support for Families](#) or here: [Wrington CofE Primary School - Parents](#)

OUR TEAM

Roles, responsibilities and expertise



Our enthusiastic and committed team includes qualified and experienced teachers with a range of specialisms, 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): Contact details

Our school SENCO is Mrs Tracey Jones and she can be contacted directly in Year 1 or via the office (Tel: 01934 852553, Email: office@wringtoncofeprimary.org). 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 also held in school by Mrs Clarke, Deputy Headteacher). In addition to her SENCO role, Mrs Jones has been a mentor to other SENCOs studying at Bath Spa University and is also a skilled teacher with class experience from Reception to Year 6. Close links are maintained between SENCOs within the Churchill cluster schools and beyond to ensure our practice is continually improving.

Learning Mentor: Contact details

Promoting good mental health is a priority and May Allen is our Learning Mentor working with children on a range of social, emotional and behavioural issues. She also supports families on issues such as attendance, behaviour, expectations, sleep and establishing routines. 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 used 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 Allen can be contacted via the office as above. Further information is available on our website.

Staff Development: How staff learn to support SEND

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, Team Teach, Achievement for All, Mental Health Awareness and First Aid as well as sharing classroom strategies for making learning accessible to all.

During the pandemic staff have been actively learning on-line on topics such as managing anxiety and bereavement support. If additional training or expertise is required to support a child this will be done via the SENCO and the Senior Leadership Team and will include recruitment if appropriate.



FACILITIES: Our buildings and resources

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 and 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 and allotment area.
- 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 (with gym equipment) used for lunches, PE, assembly and other activities.
- A resource room with small, separated spaces for group and 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 well-equipped outdoor area for Reception Class.
- A modern, purpose built outdoor learning area for Year 1.
- Coloured glass boards in Years 5 and 6
- Acoustic enhancements in some classrooms.
- Adapted toilets at the top and bottom of the school
- Five classrooms have ramp or level access (including in EYFS, KS1 and 2)

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 exciting learning opportunities and the surrounding area for local walks. (Some of these activities have been provided during lockdown in an alternative way.)

CURRICULUM: What we teach

At Wrighton, we offer a varied and exciting curriculum to all children, inspiring a love of learning and developing life-long skills. We want all children to achieve their full potential. For all children, the curriculum is appropriately differentiated by the class teacher i.e. adapted to meet the needs and learning styles of the children. This might mean a task is completed orally or typed/dictated rather than written, broken down into smaller steps or achieved in a different way. 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.

We cater for different interests. Our Physical Education (PE) has been recognised within the county and children participate in activities up to national level. PE coaches provide additional expertise and opportunities during and after school. Music and performance is integrated in all parts of the school, including specialist music teaching, small group and whole class instrumental lessons.

French is taught as well as Latin (Years 5 and 6). Chess is taught by an expert in Year 4 each week. Wrighton Parliament involves mixed age groups meeting for occasional days across the year and promotes leadership and collaboration skills through fun and challenging activities aimed at



improving the school. Children also contribute to their school through school council and playground buddies. Our links with local churches and the community are enriched by volunteers who (in normal circumstances) come into school weekly to help in class, listen to readers and participate in assembly.

We promote wellbeing and good mental health using a range of resources including our Jigsaw (Personal, Social, Emotional and Health – PSHE) scheme used from Reception to Year 6. For children needing more, the Learning Mentor and other support staff may deliver individual or group interventions to meet needs. In addition, our Wellbeing Week promotes healthy bodies and minds as well as staying safe in the wider world and on-line.

WORKING WITH & SUPPORTING FAMILIES: How we work together

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 (in person where possible or via Zoom or teams otherwise) and children will be invited to participate in some of the meetings. Although parent ‘coffee mornings’ have been on hold during the pandemic parents are welcome to contact the SENCO as required. Teaching staff, SENCO and Learning Mentor all work directly with parents to provide support, advice and guidance and share information and ideas. Links for organisations that offer support to parents of children with SEND can be found on the school website ([Special Educational Needs and Disability - Wrington C of E Primary School](#)) or by contacting the SENCO.

CONSULTING CHILDREN: How children tell us what they need

Children tell us what helps them and what they find difficult as an on-going part of their learning. In addition (in normal circumstances), 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 new 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.

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, with an interest in Special Needs and Disability and they meet with the SENCO at least annually, reporting 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 a new 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 enable children to share their interests. There are many 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 helps 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 for vulnerable children 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. Occasionally, specialist external support (Enhanced Provision) is commissioned to ease the transition for children with more significant needs. During lockdown, alternative arrangements (such as Zoom) have been in place to support children, as visits have not been possible in the usual way.

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 ([School 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. This can be in person, via Class Dojo, email or phone call to the school. After this, parents are encouraged to speak to the SENCO (contact details above). Any member of the Senior Leadership Team will investigate and respond to issues raised either verbally or in writing. There is also a SEND governor (see Governing Body above) who can be contacted via the school. Children are encouraged to talk to their teacher if they are worried or unhappy about something.



WHAT OUR CHILDREN TELL US

My teachers help me. (KS2 child)

When I am frustrated I can tell my helper or talk to another adult. (KS2 child)

It really helps me when I go out for group work. (KS1 child)

WHAT OUR PARENTS TELL US

**Wrighton should be very proud of getting us to this point.
(Parent, Yr 6)**

I would like to say a huge thank you from our family for all you have done to help us and for offering to help in the future too. (Parent of Yr 7 child)