

# Wood End Primary School

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Headteacher: Mr W Stainbank



## **SEND Information Report**

**SENCo – Mrs Lucy Morton**

**SEND Governor – Mr Matthew Jeatt**

### **Introduction**

At Wood End Primary School, we are committed to ensuring the best outcomes for all children including those with SEND. We want our pupils to be independent, to enjoy learning, to make progress and be active members of our community.

As part of this process, we provide a special education needs and disability (SEND) information report to explain how we deliver and implement support for children with SEND.

### **Our Approach: How are children's needs identified?**

Different evidence is used to inform the identification process for children with SEND. We can determine the type of need that requires support by analysing class behaviour, assessing pupils' progress and consulting with parents.

### **Types of SEND:**

Children with SEND are formally identified using the criteria set out in the SEND Code of Practice 0-25, 2014:

Speech and Language Communication; including speech and language needs and social and interaction difficulties

Cognition and Learning; difficulties with accessing the curriculum, particularly in the core subjects (maths, science and English)

Social, Mental and Emotional Health; including Attention Deficit and Hyperactivity Disorder (ADHD), Eating Disorder, anxiety and depression

Sensory and/or Physical; difficulties with mobility, sight and hearing

### **What should parents do if they think their child has SEND?**

If parents have initial concerns about their child's progress, they should talk to the class teacher. The teacher may discuss next steps with the Special Educational Needs Co-ordinator (SENCo). The SENCo will organise a parent consultation, if appropriate, to discuss the child's needs.

### **Teaching and Learning: How will the school support children with SEND?**

To ensure that children with SEND make progress, a cycle of assess-plan-do-review is used.

#### **Assess:**

The class teacher or SENCO will assess the needs of the child and may recruit an outside service to help

#### **Plan:**

We identify the barriers to learning and plan support and intervention to meet targets

#### **Do:**

Support is provided which could include a strategy suggested by the child to support their learning.

#### **Review:**

The impact of the support is assessed and if necessary changes are made.

At Wood End, assessment is an ongoing process carried out by teachers and monitored by the senior leadership team (SLT) to ensure the continuous progress of all pupils.

Targets and strategies in reading, writing and maths are monitored with teachers, senior leaders and the SENCo on a regular basis. This can also help in identifying children who may have SEND.

The SENCo with other school leaders and teachers will monitor books and observe lessons to assess the impact of the class teaching and decide on an intervention to support learning.

Teachers continually assess all pupils' progress and achievement to ensure that all pupils are working towards their targets.

Children with SEND support have more focussed provision dependent upon their needs. This will usually involve closer work with the class teacher and learning support assistant. Sometimes, specific groups will be formed to assist their specific area of need.

## **Pupil Views**

All pupils are encouraged to self-assess and make decisions about how they learn and are expected to evaluate their own achievements with their teacher. Pupil / teacher mentor meetings take place to facilitate 1:1 teacher time for all children. Pupils also contribute to their own EHCP Annual Review meetings. School council also has elected school members from across the school. They share their views and ideas for improvements. The school staff listen to pupils' views.

## **What support is given to children with SEND?**

In the first instance, the class teacher is responsible for providing high quality teaching for all children. This includes using a range of strategies and resources and ensuring that planning and teaching are adapted daily to support learning.

## **What is an intervention and when is it used?**

If a child is not making the expected rate of progress in an area of the curriculum, specific strategies and additional resources will be provided to support their learning.

The SENCo, in collaboration with the class teacher and other school leaders may organise a targeted intervention. Interventions may be taught by a teacher or teaching assistant. Our school's interventions may include:

Phonic intervention programme, e.g. FFT - Success for All.

Small group to target reading comprehension and inference skills

One to one learning support

One to one pastoral support – lunchtime supervision of children with an Education Health Care Plan (EHCP)

Social skills groups

Emotional literacy groups

Speech and Language Therapy support groups

Lego Therapy

Occupational Therapy including sensory circuits

Tuition writing and maths groups

Pre-teaching groups (focus on vocabulary)

Teacher-pupil conference

### **What other strategies can be used to support children with SEND?**

At Wood End, staff ensure that learning is supported to improve inclusion, self-esteem and interaction skills by using the following strategies:

PSHE lessons to acknowledge all learners and everyone's strengths and differences

Pre-teaching of new concepts, strategies and vocabulary within class and intervention groups.

Quality First Teaching

Effective questioning

Ongoing feedback

Use of Interactive Whiteboards

Close collaboration with Learning Support Assistants

Collaborative work and effective communication with parents

Children with SEND are identified for all teachers

Assemblies

The school's behavioural policy is followed by the whole school community

Children regularly use resources, such as pencil grips and visuals to enhance independent learning.

### **Support Services: Who else supports children with SEND?**

If a child with SEND has a more complex need, the SENCo may discuss a referral with the parent to an outside service which will provide specialist advice. Advice given by these services will be discussed with you in person or provided in a report. There are a range of outside services available, including:

Child and Adolescent Mental Health Service (CAMHS)

Education Psychology Service (EPS)

Hearing Impairment (HI) Service

Occupational Therapy (OT)

Outreach

Primary Behaviour Service (PBS) Team

Speech and Language Therapy (SaLT) Service

Supportive Action for Families in Ealing (SAFE)

The school nurse

Occasionally, a Team Around the Child (TAC) meeting is organised with the child's parents, SENCO and professionals from one or more of these services to discuss next steps for the child's area of need. The SENCO may also be instrumental in completing an EHAP (Early Help

and Assessment Plan) referral when a problem or issue is emerging. This referral is made to external agencies/social care as required.

Children who require a high level of specialised support to access the curriculum are usually provided with an Education, Health and Care Plan (EHCP), which documents any additional help the child should receive.

### **How do we support the emotional and social development of our children?**

We support children to develop socially and emotionally in the following ways through:

PSHE (Personal, Social, Healthcare and Emotional) lessons

Circle Time

Assemblies

Small group interventions, including social stories

Play Therapy

ELSA

### **Reviews and Evaluation: How effective is our SEND provision?**

Monitoring the progress of all pupils is an important part of teaching and learning at our school. When an intervention is selected to support a child, it is with a target in mind.

The SENCo assesses the impact of the data to ensure we are using interventions that work. Children may move off of the SEND register when they no longer require significant additional support.

Each child with an EHCP has an Annual Review. Parents, teacher, TA, pupil and any other professional working with the child are invited to contribute to it.

### **What type of training and development is provided for staff?**

Training is provided for school staff to ensure that children with SEND make the best possible progress. Staff receive regular training to upskill their ability and strategies to support children with SEND to make the best possible progress.

Training for Success for All Phonics has been provided in school for staff. In addition, individual members of staff attend training for speech and language and occupational therapy organised by outside agencies that are relevant to the specific needs of children in their class.

The SENCo attends network meetings and shares ideas and good practice with teaching and support staff. The SENCo may organise training for parents on how to support a particular need at home, for example, speech anxiety.

Staff are also trained in Safeguarding children. Many staff are trained as First Aiders and in EpiPen use.

### **Transition: How do we support children when they move to another class or a new school?**

Transition to another class or school can be difficult for children with SEND, so we ensure that this is managed successfully.

#### **Starting at our school**

The class teacher and SENCo will usually meet the parent to discuss how we can support the child. This is a good opportunity to share information and strategies about what works well. If required, we will contact the SEND department of the child's previous school to gain further information.

#### **Moving to another school**

When the child moves to a new school, records about him/her are forwarded to the school. We may contact the SENCo to inform him/her of targets and strategies we have found successful to support their learning.

In some cases, a transition meeting with the SENCo from a child's high school and parent will be arranged in the summer term, to discuss any special arrangements.

#### **Moving between classes and phases**

Before the child starts another class within the school, the child's current and next teacher will meet in advance of the new school year as part of the transition process. Where the child has more complex needs, a meeting may be held at a key transition point with the parent, teacher, SENCo and sometimes a professional from an outside service.

All children participate in a 'Meet the teacher day' to familiarise themselves with their new teacher and classroom. Further individualised transition support is given where appropriate.

### **Inclusion outside of lessons: How do we include children with SEND on school trips and visits?**

We encourage all children to attend educational trips and visits. In a few cases, the class teacher will discuss with parents before a school journey any specific arrangements for the child. Children with SEND are included in a variety of clubs as well.

### **How is funding allocated to children with SEND?**

The school budget includes funding to support children with SEND. The school identifies the needs of children on a whole school provision map to ensure that the SEND budget is used well.

### **Do we allow private professionals to work in school?**

At Wood End we support parents who employ private professionals to assess their children's learning needs. This often involves a visit to school to talk to the SENCo and observe the child in their classroom environment.

However, when direct, ongoing intervention is required, this must take place at home and outside of the school day. The SENCo is available to communicate with these professionals and receive their advice and recommendations. Where possible some of these strategies may be integrated into the school provision map.

### **Bullying**

The school works hard through a wide range of initiatives to work towards a positive environment for children to succeed and feel safe:



Assemblies

Circle time

PSHE – relationships with one another

Pupil/teacher mentor meetings

Worry boxes

Other members of staff make themselves available to discuss difficulties. Mrs Smith (DSL), Mr Stainbank, Mr Greeves & Mrs Charlton (Deputy Safeguarding Leads). Keeping children safe and happy at Wood End Primary is a priority.

### **What should parents do if they are concerned about the effectiveness of provision?**

We evaluate the quality of support for all pupils and report the effectiveness of provision to the governors. If parents have concerns, these can be raised with school staff below, who can be contacted in this order:

**The class teacher**

**SENCo – Mrs Morton**

**Head Teacher – Mr W Stainbank**

**Deputy Head Teacher – Mrs P Smith**

**Early Years and Foundation Stage Lead – Mrs Linda O’Leary**

**SEND Governor – Mr Matthew Jeatt**

### **Where can I go for further advice and support?**

Wood End Primary School's Special Education Needs and Disability (SEND) Information Report has been written in support of the Ealing, Local Offer.

The Local Offer is for parents and carers of children with Special Educational Needs or a Disability (SEND) which helps them to understand what services they can access from a range of local agencies.

More information about the Local Offer of services and support for children with SEND can be found: [here](#).

**ECIRS (Ealing Children's Integrated Response Service) offers one point of entry for all referrals and requests for help, advice and information to parents. Contact details are 020 8825 8000 and Perceval House, 2nd Floor Blue Area, 14-16 Uxbridge Road, Ealing, W5 2HL.**

**The Ealing I SAID service (Information and Support on Disability and Special Educational Needs) provides free and confidential advice, to support parents of children and young people aged up to 25. Contact details are: 020 8280 2251 and [isaidealing@family-action.org.uk](mailto:isaidealing@family-action.org.uk).**