

Willow Tree Primary School SEND information report



Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEND policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEND.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>



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Date May 2018

[Link to SEND Policy](#)

Our School

North Yorkshire LA expectation of good practice

SEND Provision in School

We support an **inclusion ethos** where appropriate adjustments are made to the usual admission procedure to meet a child's' needs and ensure a successful placement.

We endeavour to provide a secure and stimulating environment where all children can progress, achieve their best and become confident learners. Curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child, and we foster an environment where children's achievements are valued and affirmed and where pupils value each other and themselves.

Children and young people (CYP) with a wide range of SEND are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.

Policies and the SENCo

All children are assessed on entry to our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Early identification of special needs is seen as important at our school. Assessment of need is done in close partnership between the class teacher and SENCo, and the class teacher informs the parents at the earliest opportunity to alert them to concerns and enlists their active help and participation.

All staff contribute to the completion of **whole school provision maps – strategies used to ensure quality first teaching and additional interventions, implemented as necessary.** Provision maps are on display in all classrooms so that staff, children and parents know what reasonable adjustments are available.

Children who are identified as needing some additional support will have their targets recorded on an **individual provision map, detailing their specific targets and strategies to support progress towards these.** These provision maps are reviewed at least termly in consultation with the child and the parents/carers.

Some children may be identified as needing some extra specialist support in school from a professional outside the school e.g. Speech and Language Therapy, Physiotherapy or visual needs. You may be asked to give your permission for the school to **refer your child to a specialist professional. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.**

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Children in school with more complex needs will require specified individual support and this is provided via an Education, Health and Care Plan (EHCP). The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the support and strategies needed to provide your child with the best learning experiences possible.

The SENCo for Willow Tree Primary School is Mrs Karen Daggett. She is available to meet with you to discuss your child's progress or any concerns/worries you may have. Contact: 01423 883551

The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan.

This should include:-

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

Most pupils will benefit from SEND support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.

Consultation with Parents

At Willow Tree working in **close partnership with all parents to support their children with Special Educational Needs is really important.** Parents are welcomed into school and the class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. **By involving parents we aim to develop and implement a joint learning approach at home and in school.** Parents are consulted for their views about progress and targets in order to address a child's needs at parent consultation meetings and at review meetings. For some children, regular communication takes place on a through the use of a home/school book, when this has been agreed to be useful for you and your child.

Individual Provision Maps (IPMs) are sent home in order for targets to be supported at home. We offer suggestions and guidance on how to help your child at home and targets are reviewed with pupil, class teacher and parent in order to celebrate achievements and identify next steps.

For children with an Education, Health and Care Plan, an annual review is used to review and celebrate progress on an annual basis.

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals & interests. This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. On-going communication with school may include: regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes, more regular meetings to update you on your child's progress and whether the support is working, clear information about the impact of any interventions, guidance for you to support your child's learning at home.

Pupil Voice

The views of all children, including children with SEND, are obtained to enhance and enrich provision at Willow Tree. This is done via a school council in which pupils are represented from Year One to Year Six.

Through use of Assessment for Learning we encourage children to take responsibility and to make decisions for their own learning. **Children are involved at an appropriate level in setting targets** in their Individual Provision Maps (IPMs) in the termly review meetings. Children are encouraged to make judgements about their own performance against their IPM targets and their views are sought informally for review meetings.

School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEND are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.

Assessment and Review of Children's Progress and Working with Parents

When children enter primary school there are national expectations for children to achieve at the end of each academic year/Key Stage. If children do not achieve these national expectations, some additional support may be needed to help a child make progress.

We monitor all children with SEND carefully to ensure they are making progress. Where appropriate, from Year One onwards, a more sensitive assessment tool can be used, which shows their attainment in more detail. Progress can be measured in small steps using the P-scales and Pivots.

Parents have the opportunity to discuss their child's progress on a regular basis (at least termly – or more regularly as appropriate) and we encourage parents to share their child's achievements out of school to enable us to build a picture of the whole child.

Children may have an Individual Provision Map (IPM) / personal targets which will be reviewed with parents at least termly, and a future plan made.

All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your

The progress of children with a EHC Plan is formally reviewed at an Annual Review, involving all adults involved with the child's education

We use Inclusion Passports to measure the impact of SEND strategies and interventions that have been used to support learning and the development of social skills.

child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.

Transition

We recognise that transitions can be difficult for a child with SEND and **take steps to ensure that any transition is as smooth as possible.**

In the term before children join our Nursery class, children and their parents are invited to attend our 'Stay and Play' sessions where they have the opportunity to meet the class teacher and the Nursery staff team. If required, additional transition days can be included in an individual plan to support the transition process.

In the summer term before children enter Reception, the children are invited to 'transition days' where they have an opportunity to spend time in their new classroom with their class teacher, other members of the staff team and meet their new peers.

Transition meetings are held throughout the school for the children as they move into a new Year group and Key Stage Phase. Parents are invited to a meeting to meet the Phase Leader, Phase team and SENCo, to gather information about expectations and routines, to visit new classrooms and ensure continuity as the child moves through the school.

When moving classes in school, information is passed on to the new class teacher in advance of your child starting in their class. Your child will take part in transition visits to their new class in order to familiarise themselves with their new environment and get to know their new class teacher and, where applicable any teaching assistants with whom they will be working. **In some cases, extra transition sessions are used to support children and a transition book is made to take home in order to help them understand and prepare for moving on.**

We liaise closely with the various secondary schools to which our children move at the end of Year Six. This may include arranging meetings with the parents and new school staff, extra visits to the school for the child and focused learning about aspects of transition to support their understanding of the changes ahead. The staff in school will discuss the specific needs of your child with the SENCo of their secondary school. This ensures that all concerns can be identified and all information shared to ensure your child is well supported and has the best possible start at secondary school.

If your child is moving to another school, we will make sure that all records are passed on as soon as possible and ensure that the new school knows about any special arrangements or support that need to be made for your child. Inclusion Passports are in place for all children with SEND and are transferred to their next school. This describes your child's individual strengths, needs and the type of support that has been successful in helping them to make progress. Parents and pupils have the opportunity to add their own comments on an annual basis.

Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.

Teaching and Learning

At Willow Tree we understand the need to provide support in order that all children make progress and achieve the best outcomes. The teacher has the highest possible expectations for your child and all pupils in their class and we believe that high quality teaching is the most effective way of supporting children in their learning.

All teaching is built on what your child already knows, can do and can understand. Different ways of teaching and a variety of resources are in place so that your child is fully involved in learning in class and can make progress.

At our school we provide a broad and balanced curriculum for all children. **Lessons are carefully differentiated to meet the specific needs of individuals and groups of children.** When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. **Additional needs are quickly identified and addressed, and specific strategies are put in place to support your child to learn.** Teaching assistants, under the direction of the class teacher, may be used to work with individuals and small groups, adapting planning to support the needs of the children where necessary. From time to time, children may need a high level of individual support, however **our aim is always to help children to be more independent in lessons.**

Interventions are chosen carefully to match the needs of children and are implemented by teachers or trained and effective Teaching Assistants. Interventions are carefully monitored in order to ensure that they have an impact on children's learning.

High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons. Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;
- who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)
- how the interventions will relate to and support learning in the classroom;
- how they will be monitored closely to make sure they are helping your child to make accelerated progress.

Curriculum Adaptations

At Willow Tree, when necessary, **adaptations are made to the school environment and the curriculum so that all children are able to access the curriculum and the social aspects of school life.** Access into all classrooms, halls and the outdoors is ground level and appropriate for use with wheelchairs and walking aids and we ensure, wherever possible, that equipment used is accessible to all children regardless of their needs. Some children may need specialist resources and/or technology to support their learning.

Staff access training in the use of more specialist equipment which your child may require and the children learn how to use resources to to maximise their potential within the school environment.

Some children have a Health Care Plan in place so that all staff working with them are aware of their medical needs, and individual risk assessments are carried out for some children who need additional support both in and out of school.

Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

Staff Training

All staff receive training on how best to support children with SEND. Where a particular need is identified specific training and advice from other agencies will be sought. **The school is very proactive at involving outside agencies to ensure that staff receive additional support and advice to help children make progress in their learning.** The school always gains parental consent prior to any involvement from outside agencies.

Support staff receive training in different areas of SEND, according to the needs of the children that they work with. This includes Lego Therapy, Precision Teaching, Time to Talk, Reading Interventions...

All staff should receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary.

Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.

Inclusion in Extracurricular Activities

All children, including children with SEND, are encouraged to take part in a range of extra-curricular activities. External providers are made aware of the adjustments that need to be made, and parents are encouraged to support their children to become actively involved in every aspect of school life.

We aim to have children with SEND represented equally in all that we do in our school and are included in everything.

The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.

Pastoral Support

The school's ethos and values underpin all we do in school. The social, emotional and mental health and well-being of all our pupils is very important to us.

We have a robust Safeguarding Policy in place; we follow National & Local Authority Guidelines.

We have a clear behaviour policy and anti-bullying policy in our school.

Circle time and PSHE lessons contribute to making good progress in children's social and emotional development. These times allow children time and space to reflect and offer suggestions or highlight concerns. We recognise that pupils with SEND may well have social and emotional development needs that will require additional support in school. Children may attend small nurture groups e.g. Friendship group, or be involved in intervention groups to help develop social skills. Additional referrals to other agencies are completed as necessary.

We have trained Playground Buddies who support their peers during lunchtimes and playtimes.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

Outside Agencies

Sometimes it is helpful for school to request some additional support from an outside agency.

Willow Tree school has established excellent working relationships with professionals from the following agencies:

- Autism Support Service
- Educational Social Worker
- EMS school for children with Behaviour, Emotional and Social difficulties.
- EMS school for Speech, Language and Communication and specific learning difficulties
- The Educational Psychologist
- Occupational Therapist
- Paediatrician
- Physiotherapist
- 5-19 Healthy Child Service
- Sensory, Physical and Medical Teaching Team
- Severe Learning Difficulties Team
- Speech and Language Therapist

Professionals from all the above agencies regularly support staff and children in school. School would only contact an outside agency after consultation with parents.

Sometimes, if several outside agencies are involved, school will request a Common Assessment (CAF)

The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.

Complaints Procedure

At Willow Tree school, our Staff and our Governors are dedicated and caring and we operate an 'Open Door' policy. Parents and carers are encouraged to speak with class teacher about any concerns they may have. They will be able to discuss any support your child is receiving.

The designated governor for SEND in school is Paul Fogarty, who can be contacted via the school office. If you wish to discuss your child's needs please contact the Head teacher or Inclusion Manager/SENCo who will be able to talk about how Willow Tree school can support children with SEND.

There must be a designated governor for SEND in the school and complaints about SEND should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.