

Worplesdon Primary School



SEND Information Report

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1. How do the School Know if a Child Needs Extra Help?

The combination of the points below, help the school to identify those children that are in need of extra help:

- The School monitors and tracks the progress of all children in all areas of the curriculum;
- Core subject areas are assessed on a half-termly basis and data is placed on Classroom Monitor where progress, attainment and value added is evident;
- Staff are vigilant at analysing assessment data and raising any concerns. Pupils causing concern are brought to the attention of the Special Educational Needs and Disability Coordinator (SENDCO) and Senior Leadership Team (SLT). Intervention strategies are considered and may result in a Provision map being mapped out with specific targets. This is shared with parents;
- The School has in-house specialist expertise in a number of areas of special educational needs and this is recorded on our provision map e.g.
 - Our SENDCO has completed the Autism Lead Training;
 - Occupational Therapy Programme;
 - Our Home School Link Worker is a trained Emotional Literacy Support Assistant (ELSA).
- Information from the previous school or pre-school setting are shared with the school identifying any additional needs.

2. What should I do if I Think my Child needs Help?

If at any time a parent / carer feels that their child may need help:

- They are encouraged to speak to the Class Teacher about any concerns they have;
- The School adopts an open-door policy so that parents and carers are able to speak to teachers before or after school and are also able to access the school SENDCO;
- There are opportunities during 'planned' parent teacher meetings to discuss concerns;

3. How Will School Staff Support my Child?

- Having identified needs, we seek to match provision to need - these are identified on individual pupil provision maps that are shared with parents
- The impact of interventions through regular meetings and tracking of pupil progress is monitored. If something is not working, the school is quick to respond and finds alternatives through dialogue with the learner / parents. This is evident on the Provision Map that is sent home to parents on a termly basis.
- For pupils identified as having particular areas of difficulty, outside agencies such as the Educational Psychologist, Learning and Language Support, Speech and Language department are consulted and referrals made for individual pupils and / or staff development.
- SENDCO leads on this aspect and the Head Teacher shares this information with Governors.
- All our teachers are teachers of inclusion and special educational needs as set out in the SEND Code of Practice 2014, section 6.
- All staff receive SEN training, including a focus on Quality First Teaching (QFT).
- A large range of resources are used throughout the school to enhance and support learning including the use of sensory resources, learning aids and resources to aid those with physical / motor difficulties.
- Visual timetables are used in all rooms to reinforce spoken language/routines.
- Additional support staff are deployed throughout the school depending on the level of need of individuals within a year group; this has a positive impact on those pupils also not identified as having additional needs as they are still receiving a good level of one to one interaction from an adult in their classroom.
- Small group focus addresses shared issues.

4. How Will the Curriculum be Matched to my Child's Needs?

- Differentiation is embedded into our curriculum and practice.
- All our teachers are clear on the expectations of school SEND support provision, including QFT, and this is monitored regularly by the leadership team through class observation, monitoring of planning for differentiation and assessment for learning opportunities.
- Provision maps are used as a tool to inform planning when differentiating tasks.
- Specific resources are available to use to support learning this includes the use of ICT equipment, language-based resources as well as visual and kinaesthetic resources.
- Pupils learning styles are taken into consideration and activities are adapted to suit our visual, auditory and kinaesthetic learners through varied teaching and learning styles.
- All pupils have individual targets for literacy and numeracy; all targets are used to inform next steps within planning.

5. How Will I Know How my Child is Doing?

- Progress is shared with our learners and their families.
- We have a number of opportunities where parents/carers can meet with staff to discuss progress. At such meetings (and through other means) we clearly share what can be done by families at home to supporting the learning at school.
- Pupils with additional needs receive a Provision Map that clearly states the targets and action taken to achieve targets.
- For some of our pupils we use a Home School Link book to ensure reciprocal communications between home and school.
- Opportunities to celebrate pupil learning occur throughout the year with class assemblies, homework sharing, exhibitions.

6. How Will You Help Me to Support my Child's Learning?

- We have a number of opportunities where parents/carers can meet with staff to discuss progress. At such meetings (and through other means) we clearly share what can be done by families at home to supporting the learning at school.
- Pupils with additional needs receive a Provision Map that clearly states the targets and action taken to achieve targets.
- Further generic updates on the curriculum are shared through the newsletter and/or website.
- The school hosts a number of curriculum evenings / learning events to help families understand what learning is expected and how they can best support their child's needs.
- The school believes in developing parenting skills and our Home School Link Worker delivers workshops on site.

7. What Support Will There be for my Child's Overall Well-Being?

- Staff are regularly trained to provide a high standard of pastoral support.
- Pupil voice is central to our ethos and this encouraged in a variety of ways and regularly e.g. School Council representatives in each year group.
- Additional support staff are deployed throughout the School depending on the level of need of individuals within a year group; this has a positive impact on those pupils also not identified as having additional needs as they are still receiving a good level of one to one interaction from an adult in their classroom.
- Relevant staff are trained to support medical needs and in some cases all staff receive training (first aid, epipen training).
- Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.
- The school's SENDCO and HSLW have both received mental health training.

8. What Specialist Services and Expertise are available?

- The school has in house specialists and expertise in a number of areas including:
 - ELSA
 - ASD
 - Occupational Therapy Programme.
- The school also has established relationships with professionals in education, for example:
 - Outreach services;
 - Nurture Group;
 - Traveller Support;
 - Learning and Language;
 - Educational Psychology;
 - Speech and Language;
 - Occupational Therapy;
 - CAMHS;
 - Social care.
 - Sensory circuits.
- All external partners are vetted in terms of safeguarding.
- Our staff received regular training and our teachers all hold qualified teacher status.
- The school has its own Home School Link Worker who works closely with individual pupils and their families.
- Some teachers have further qualifications within specialised areas, for example one teacher has graduated from the Helen Arkell Dyslexia Institute and another has a Masters in ASD and Autism Lead Training.

9. How Will My Child be Included in Activities Outside the Classroom Including School Trips?

- Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom;
- During activities outside of the classroom additional assistance can be provided if deemed necessary by the teacher and/or carer;
- A full risk assessment is carried out prior to all school outings;
- For families with financial constraints our Home School Link Worker is able to apply for bursaries to ensure pupil participation.

10. How Accessible is the School Environment?

- Our policy and practice adheres to The Equality Act 2010;
- We have a full Accessibility Plan in place (The Equality Act 2010, paragraph 3 section 10) and as such we consider our environment to be accessible;
- We are vigilant about making reasonable adjustments where possible;
- We monitor the languages spoken by families in our settings; home-setting communications are available in the relevant languages and when required translators are asked to attend meetings;
- Displays have a mixture of written text and picture to appeal to all;
- Areas and resources are clearly labelled with words and/or diagrams;
- There is a lift to access the upstairs in the junior building, The Aviary;
- There is single level flooring leading up to the Performing Arts Centre.

11. How do you Support my Child Joining or Transferring to a School / Setting

- We have a robust Induction programme in place for welcoming new learners to our setting.
- Our Provision Mapping system records intervention and resources that help the children learn and this information is passed on in transition.
- We have very good relationships with any feeder settings as well as settings children move onto.
- Our Year 6 pupils cover a full transition programme which includes visits to their secondary school; additional visits are agreed on for pupils with specific needs.
- Our Home School Link Worker works with individual pupils who may be anxious about the transition from one setting to another.
- Parents are invited into the school to meet the class teacher; this is an opportunity to voice any concerns and ask questions.

12. How Are Resources Allocated and Matched to Children's Special Educational Needs?

- Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.
- We seek to ensure value for money service, so interventions are costed and evaluated.
- Our budget is allocated according to our Provision Management system; this informs the deployment of support staff throughout the school.
- Resources are allocated as dictated by Provision Map.
- Additional SEND resources can be accessed.
- Learning spaces are timetabled to ensure pupils are accessing intervention groups in an appropriate setting.

13. How Is the Decision Made About What Type and How Much Support My Child Will Receive?

- Quality First Teaching and inclusive practice is clearly defined in our setting and we expect all staff to deliver this through differentiated work and careful monitoring of progress and attainment used to inform planning.
- Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families.
- All interventions are monitored for impact and outcomes are defined at the start of any intervention.
- The SENDCo oversees all additional support and regularly shares updates with the SEND Governor.

14. How are parents involved in the school?

- We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations.
- We operate an open door policy.
- Parents are invited to contribute through a number of means including curriculum evenings, parents' evenings, PTA functions, school trips, assemblies, reading club, concerts, helping in the classroom (reading, cooking, etc).
- We host regular parent focus groups in order to gauge any parental concerns; often our parent consultations are used to inform our School Improvement Planning.
- The SENDCo and HSLW run regular half termly coffee afternoons where parents of children with SEND can meet in a supportive environment..
- Our Governing Body includes Parent Governors/representative.
- The SENDCO runs a weekly multifamily group with the support of the Educational psychology service.

15. Who can I contact for further information?

- Parents/carers are encouraged to talk to their child's class teacher.
- Further information and support can be obtained from the schools SENDCo (Liz Earl-Smith 01483 232126)
- If you would like further information you can visit Surrey County Council's website www.surreysendlo.co.uk for their local offer.