

Wickham Common Primary School



Successful learners

Confident individuals

Responsible citizens

Meeting the needs of pupils with Special Educational Needs and Disabilities (SEND).

SEN Information report

Wickham Common Primary School is an inclusive school and is fully committed to ensuring that all pupils, regardless of their specific needs, make the best possible progress in school. Any support given to children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems, or sensory or physical needs should be viewed as part of all children's entitlement to the highest quality school provision, and not be seen in isolation or as something extra. The range of support offered will always be designed to promote pupils working towards becoming independent and resilient learners.

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Class teacher

Your child's class teacher should always be your first point of contact if you want to discuss any issues regarding your child's learning.

He / she is responsible for:

- Having the highest possible expectations for your child and all pupils in their class.
- Planning for, delivering and evaluating high quality teaching which is adapted to respond to the strengths and needs of all pupils.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve providing different resources adapted to your child.
- Putting in place specific strategies to enable your child to access all areas of school life.
- Checking on the progress of your child and identifying and planning for any additional support.
- Contributing to devising school and individual provision maps to focus on the next steps required for your child to improve learning.
- Applying the school's SEN policy.

**Special Educational
Needs Coordinator
Mrs B Liston**

If you have concerns about your child you should speak to your child's class teacher. You may then be directed to the SENCO.

She is responsible for:

- Coordinating provision for children with SEN and developing the school's SEN policy
- Ensuring that parents are:
 - Involved in supporting their child's learning and access

	<ul style="list-style-type: none"> • Kept informed about the range and level of support offered to their child • Included in reviewing how their child is doing • Consulted about planning successful movement (transition) to a new class or school ○ Liaising with a range of agencies outside school who can offer advice and support to help pupils overcome any difficulties ○ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
Headteacher Mrs D Smith	<p>She is responsible for:</p> <ul style="list-style-type: none"> ○ The day to day management of all aspects of the school, including the provision made for pupils with SEN
SEN Governor: Mr D Jenkins	<p>He is responsible for:</p> <ul style="list-style-type: none"> ○ Making sure the school has an up to date SEN policy. ○ Supporting the school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

Assessment, Planning and Review

How can I find out about how well my child is doing?

All children's progress is tracked every term and carefully monitored by teachers, the SENCO, subject leaders and the Headteacher. This progress is discussed with parents at least termly in scheduled parents' meetings and at other times if appropriate. Teachers' planning is regularly reviewed by subject leaders, the SENCO and Headteacher to ensure that all children are making expected progress.

Regular parents' meetings are held for all parents with appointments available during the day and evenings.

As part of ongoing monitoring by class teachers, the SENCO, subject leaders and the Headteacher, pupils who are not making progress, or who have behaviour needs which are affecting their ability to engage in learning activities, are identified. Parents will be consulted and their opinions sought and valued. They will then be involved at all stages in the identification, assessment and review process of their child's possible SEN.

After discussions with key staff and parents, additional support will be put into place. This may include enhanced resources or equipment, targeted small group support, or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage where appropriate to their age. Short term targets will be agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured.

Any additional support is documented in a whole school provision map and intervention group evaluation documents. Where appropriate, an individual provision map or pastoral support programme will be drawn up. Actions agreed take into account each pupil's strengths as well as their difficulties. This documentation will be shared with parents during scheduled review meetings and their opinions sought and valued.

Review meetings with parents, the SENCO, class teacher and where appropriate the child are held regularly and when appropriate, relevant external agencies may also attend. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies.

Where external agencies are involved, their advice and recommendations are included in any planned provision.

Parents will be consulted before advice is sought from outside agencies. They may access any written information or reports held on their child.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Pupil Resource Agreement will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. Children with the highest needs may require an Education, Health and Care Plan. Further details about this process will be explained in the LA Local Offer.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

What sort of support for SEND pupils does Wickham Common Primary School offer?

Enabling access to learning and the curriculum

Access to additional targeted teaching by trained staff:

- In all year groups
- Flexible to meet the needs of the current cohort of children.
- Delivered by trained staff and line managed by subject leaders and the SENCO.

Strategies/programmes to support speech and language where appropriate:

- Support strategies put in place, both as part of everyday class based teaching, and as additional group or individual support if appropriate.
- Speech and Language Therapist advice disseminated to & followed by teaching staff
- Specific differentiation of teaching input or modification of resources.
- Support with introduction of new vocabulary e.g. for a new curriculum topic.
- All children assessed using 'Languagelink' on arrival in Reception or further up the school if need is identified. Results are shared with teachers and any recommended support included in that child's provision.

Strategies to support/develop literacy, including reading

- Phonics groups throughout the lower school.
- Extra reading groups for children requiring additional support.
- Phonics catch-up programme – specialist teacher led.
- Small group intervention programmes to enable children to 'catch up' if they are not making expected progress.
- Parent workshops to help parents understand how literacy is taught in school and enable them to help their child at home.
- Touch typing intervention group where appropriate. Lap tops available for children as required.

Strategies to support/develop numeracy

- Ability setting in some year groups.
- Small group intervention programmes.
- Use of a wide range of mathematical apparatus.
- Parent workshops to help parents understand how Maths is taught in school and enable them to help their child at home.

Strategies/support to develop independent learning

- Alternative recording methods.
- Visual timetables in every class.
- Resources clearly labelled and accessible in all classes.
- Individual targets where appropriate to the age and ability of the child.
- Home - school diaries

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem

- Small group programmes to develop social skills.
- Whole school 'golden rules' continually reinforced through assemblies, notices in class and positive praise for keeping them.
- Regular 'celebration of success' opportunities, for example golden book and golden time.
- Rainbow club for playtime support

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Transition support, visits and events.
- Reduced or modified time-table if appropriate.

- Regular contact & liaison with parents. As well as scheduled parents' evenings, parents can make an appointment to meet with their child's teacher at any mutually convenient time.
- Use of a home/school contact book if appropriate.
- SENCO/class teacher to meet with any outside teachers, including those that deliver after school clubs, to ensure that wherever possible the needs of children with SEN are being met and that they have equal access to extra-curricular activities.

Strategies to support and promote positive behaviour

- School sanctions and reward system as set out in School Behaviour policy.
- Lunchtime supervisors trained to deliver positive playtimes.
- Extra play resources for playtimes to ensure that all children are occupied.
- Restorative justice approach used throughout the school to resolve disputes between pupils.

Support/supervision at unstructured times of the day, including personal care

- Lunchtimes are part of all children's entitlement to the best quality provision. Lunchtime staff attend regular training so that they can promote the positive ethos of the school. They ensure that whole school 'golden rules' are kept and sanctions for behaviour are consistent with those that are applied during more structured class time.
- Additional staff available to support vulnerable children at lunchtime.
- Lunchtime staff meet regularly with the Headteacher and SENCO to ensure that they are aware of any additional needs that children with SEN may have.
- Where necessary and appropriate, staff are trained to meet the individual needs of all children, including those that need personal care.
- Timings of the day can be flexible to ensure that personal care is delivered when and where necessary.

What personal and medical care is available within the school?

- Identified staff trained in paediatric first aid are available for pupils throughout the day, with an additional first aid coordinator trained in all aspects of first aid.
- Care plans for pupils with medical needs.
- System for administration of medication.
- Support staff to assist pupils with personal care, as specified by clinical plans and following all relevant training.
- Modified toilet facilities for individual needs.
- Any additional information can be found in the medical needs policy.

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of professionals disseminated and followed
- Use of any recommended equipment
- Funky fingers to develop small motor skills delivered twice weekly throughout the year in the lower school.

Access to modified equipment and IT

- Specialist equipment as required on an individual basis to access the curriculum
- Software to support learning

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with external agencies as available and appropriate to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Educational psychology service
- Sensory impaired service
- Speech and language therapy service
- Occupational therapy
- Social and communication advice service
- Community paediatrician
- School nurse
- Bromley Well-being
- Counsellor
- Play therapist

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- SENCO and/or other involved staff member will attend meetings with outside agencies whenever possible.
- SENCO will pass on any reports from outside agencies to class teachers and discuss with them implications for teaching.
- Reports requested from the school by any outside agency will be completed by the member of staff who knows the child best, which is usually the class teacher. However, the SENCO will be available to discuss the report, review it before it is sent and ensure that copies have been taken for the child's file.
- Wherever possible the SENCO will be available to attend parents' meetings.
- The SENCO is available to speak to parents at other mutually convenient times.

Other agencies which offer support and advice to parents include:

- **Bromley Independent Advisory Support Service (IASS)**
- **Other charities e.g Bromley Parent Voice and Bromley MENCAP**

Transition

How will the school help my child move to a new class / year group or to a different school?

Children and young people with SEN can become particularly anxious about "moving on" so we seek to support successful transition by:

When starting at our school:

We have several 'stay and play' sessions in the Summer term before the children start in September. These are informal play sessions where you and your child can get to know their classroom and new teacher and support staff. The reception class teacher also visits you and your child at home just before they start. This home visit is another opportunity for your child to meet their new teacher in the security of their home setting and for you to tell us anything more that will help your child settle into school quickly and easily.

When moving to another school:

We will contact the school SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

When moving classes / forms in school:

An information sharing meeting will take place with the new teacher.

Opportunities to visit the new class / teacher

In year 6-7 transition

The SENCO and/or class teacher will attend the Primary / Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact. The school runs a 'Transition group' in the summer term of year 6 for pupils identified as needing additional support with transition.

In some cases additional multi-agency meetings may be arranged to create a more detailed transition plan.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

Who do I talk to if I am unhappy with my child's support or progress?

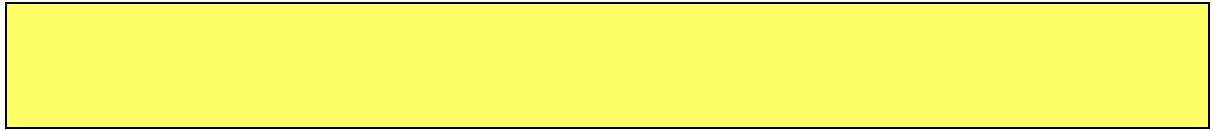
Your child's class teacher should always be the first point of contact. They are the member of staff who will know your child best and who is responsible for planning for, assessing and reviewing your child's learning. If you still have concerns then you can make an appointment to meet with the SENCO/Headteacher.

FURTHER INFORMATION about support and services for pupils and their families can be found in:

The Local Authority Local Offer: <https://bromley.mylifeportal.co.uk/>

Bromley Parent Voice: <http://www.bromleyparentvoice.org.uk/>

The DfE Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



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