

SEN information report for Wolverton Primary School

It is vital to recognise that every child is an individual with particular needs and aspirations.

At Wolverton Primary School, everyone is committed to early identification and delivering targeted learning for all. The first level of support is the class teacher. They will be aware of the needs of each child ensuring that they are taken into account when planning activities, preparing timetables and modifying success criteria. This applies equally to provision for children who have been recognised as functioning significantly above their peers, in a specific subject, at a specific time.

For specific admissions information, please see our admissions statement.

Q. Who are the best people to speak to in school about my child's difficulties in learning/special needs or disability?

The class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and informing the Special Education Needs/Disabilities Co-ordinator (SENCo) as necessary.
- Writing Individual Education Plans (IEPs) and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCo/Inclusion Manager: Mrs P Clinton

Responsible for

- Developing and reviewing the school's SEND policy.
- Co-ordinating all support for children with special educational needs or disabilities (SEND)

- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing your child's progress.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Early Intervention Service (EIS).
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher: Mrs M Dean

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor:

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

Q. What are the different types of support available at your school for children with SEND?

a) Class teacher input, via targeted and differentiated classroom teaching (Quality First Teaching).

b) Specific group work

Intervention which may be

- Run in the classroom or another area in school
- Run by a teacher or a learning support assistant (LSA)

c) Specialist groups run by outside agencies, e.g. Speech and Language therapy

d) Specified Individual support

Q. How will you support my child during periods of transition e.g. moving class, key stage or school?

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

If your child is joining us from another school:

- The SENCo will visit pre-schools with the Foundation Stage Leader when appropriate.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school.

- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

Q. How will you measure the progress of my child?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress in reading, writing and maths will be reviewed formally every term.
- At the end of each key stage, all children are required to be formally assessed using National Curriculum Tests. This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have individual targets set by school or by outside agencies specific to their needs. Targets will be set and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by the SENCo to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Q. How will the parents and the child be involved in their education?

Parents are reported to a minimum of 3 times a year, however, if your child is experiencing difficulties you will be invited in for a discussion about any issues and how these can be resolved. If your child continues to experience difficulties and the teacher believes there to be an issue of Special Educational Needs then you will be contacted and asked for permission to place your child onto the SEN register.

Once your child has been identified with SEN then the teacher will adapt the curriculum and may make extra provision for your child and set targets. Parents are always consulted where a child has been identified with

SEN and feedback from parents is important to us as we understand that you know your children best.

Any targets will be sent home and at any point you can meet with the teacher or SENCo to look at the targets set and help in the reviewing process.

Where appropriate we try to include the children in the target setting process and consult them on their progress and what help they would like to have next. We take into consideration the child's strengths and try to build on these to increase confidence and self-esteem.

Q. How will the teaching be adapted to enable progress and success?

Class teachers plan lessons according to the specific needs of all groups of children in their class.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

Q. Will my child with SEN be able to engage in activities with children without SEN in school?

Wolverton Primary is an inclusive school where all children, regardless of their abilities, are engaged and able to part-take in all activities we offer. Where appropriate we will make adjustments to the curriculum, environment and activities so all children can access them.

Q. How are the teachers in school helped to teach children with SEND and what training do they receive?

The SENCo's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Q How do you know if the provision given to SEND children is effective?

At Wolverton Primary school the teachers are incredibly effective at assessing and evaluating the provision given to ALL children. All lessons are evaluated including assessing how particular groups or individual children do.

All extra provision is baselined before the provision starts and again afterwards to accurately measure progress made by all the children. This is a key part of the 'Assess, Plan, Do and Review' cycle.

The effectiveness of these provisions is reviewed half termly.

Q. How will you support my child emotionally and socially and what measures do you have in place to prevent bullying?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

For children with social and emotional needs we run interventions and also support children on a 1:1 basis in areas including emotional literacy, self-esteem and confidence, stranger awareness and conflict resolution, bereavement, behaviour recovery and bullying. We aim to empower children and build up their skill base to enable them to solve problem.

Lunchtime and playtime support through planned activities and groups.

If your child still needs extra support, with your permission the SENCo will access further support through the CAF process.

Q. Are there other people/organisations involved in supporting children and families with SEN?

The Local Authority can support and provide provision to be delivered in school including:

- Integrated Disability Service (IDS)
- Educational Psychology Service (EPS)
- Sensory Service for children with visual, hearing or other sensory needs
- Early Intervention Service (EIS)
- Speech and Language Therapy (SALT)

Health Provision delivered in school includes:

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

Warwickshire Authority Local Offer can be found at:

<https://www.warwickshire.gov.uk/send>

Q. How do I make a complaint about the provision my child is receiving?

We endeavour to deliver an individualised program of provision for children within the school. However, if you were to become unhappy with the provision your child was receiving the first person to speak to would be your child's class teacher. If the issue remained, the school SENCo (Mrs Clinton) would work with parents and the class teacher to resolve any concerns.