

GREAT WISHFORD C.E. (V.A.) PRIMARY SCHOOL



Special Educational Needs Information Report

<p>Section 1</p> <p>What kind of Special Educational Needs and Disabilities does Great Wishford school make provision for?</p>	<p>We have experience of making provision to meet the needs of children with a range of learning difficulties and disabilities. For example: autism, speech and language, Asperger's and some sensory impairment as well as diabetes and cystic fibrosis.</p>
<p>Section 2</p> <p>How would Great Wishford school identify and assess my child's special educational needs?</p>	<p>Every teacher is responsible for the progress and attainment of all their children. They will continuously monitor this and amend their provision as necessary in line with the progress the child is making. This provision may include the use of a range of differentiated resources and tasks to make lessons accessible and enjoyable for all children.</p> <p>We consider it is vital that parents and affected children are fully involved in the process of identification and assessment for possible special educational needs & disabilities (SEND).</p> <p>If the teacher feels that a child may have SEND they will speak with the parents (and if appropriate with the child) and agree the next steps.</p> <p>Teachers are also able to request specialist assessment for a range of SEND.</p> <p>The school will carry out assessments or complete reports for specialist external agencies as part of this process.</p> <p>Children who have been assessed by the Local Authority and accepted as eligible will have a Statement (If</p>

	<p>awarded pre-September 2014) or an 'Educational Health Care Plan' (EHCP), called 'My Plans' in Wiltshire. These are reviewed annually.</p> <p>A formal meeting is held 3 times a year with teachers and senior leaders to monitor progress. The school works closely with therapists and external agencies to identify the holistic needs of every child with a "My Plan" or "Statement"</p>
<p>Section 3</p> <p>a) How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs & Disabilities (SEND)?</p>	<p>We have a robust system of reviewing our provision each term using the Ofsted framework for self-evaluation. This includes looking at:</p> <ol style="list-style-type: none"> 1. The quality of leadership & management 2. The quality of teaching, learning & assessment 3. Personal development, behaviour & welfare 4. Pupil outcomes <p>Governors are involved in this process and receive regular reports through the Head teacher's report to the Full Governing Body.</p> <p>The school is developing a whole school provision map that evaluates the cost effectiveness of different types of provision.</p>
<p>b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?</p>	<p>Class teachers produce a provision map for their class. This tracks what provision is being made, for whom and what progress the child has made. Our expectation is that children with SEND will make at least the same level of progress as the rest of their cohort. Where sufficient progress is not made, provision is reviewed and changed as necessary.</p>
<p>c) What is the school's approach to teaching children with SEND?</p>	<p>We aim to teach all children within the main class wherever possible. All planning is highly differentiated within each class and accommodates the SEND children within the main class activities.</p> <p>School staff can be supported by a range of external support staff, such as speech and language therapists,</p>

	<p>physiotherapists, occupational therapists and specialist teacher advisors where and when appropriate.</p> <p>Children may be taught 1:1, in small groups or whole class depending upon the activity.</p>
d) How does the school adapt the curriculum and learning environment for pupils with SEND?	<p>The curriculum has been reviewed in line with the latest changes. Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences within a caring, inclusive Christian ethos.</p>
e) What additional support for learning is available to children with SEND?	<p>This is wide ranging and dependent on the needs of the child. For example: use of coloured overlays, papers and suitable fonts for children with reading difficulties: use of visual timetables and “now & next” routines for children on the ASD spectrum and some allocated 1:1 Teaching Assistant support for children with social communication difficulties. The specific support that teachers feel is appropriate for your child would be discussed with you and reviewed for future requirements.</p>
f) What activities are available for children with SEND in addition to those that are available in accordance with the curriculum?	<p>All children are encouraged to join a wide range of extra-curricular clubs. We have experience of children with SEND in football, athletics, dance/drama and gardening clubs to name a few. Enrichment opportunities for able, gifted and talented children are made available. All children have the opportunity to attend visits off site where additional provision is tailored to their needs to ensure they can access the learning & delights of the experience. Children in Year 5/6 have the opportunity to attend residential trips. and all pupils who have had SEND have done so.</p>
g) What support is available for improving the emotional and social development of children with SEND?	<p>Teaching our children with SEND in as part of the main class is an important part of this development. A number of staff are familiar with the use of social stories, de-escalation strategies and other means of improving this aspect of</p>

	<p>a child's development. Involvement in lunchtime, playtime and after school clubs and activities is also important here.</p> <p>We have a robust safeguarding policy and protocols in place. Pupils' health & well-being is paramount. If necessary, personal care is conducted discreetly and with dignity, fostering independence whenever possible.</p> <p>We work closely with medical practitioners. If your child has a health need we will discuss with you a health care plan and administration of prescribed medication.</p> <p>We work closely with social services and in school we have staff trained to deliver basic counselling programmes. Staff have covered training on emotional literacy, social communication difficulties and a Teaching Assistant is currently undertaking the EKLAN autism training.</p> <p>We also work closely with a specialist play therapist and CAMHS if your child needs that level of support & a specialist play therapist.</p>
<p>Section 4 What is the name and contact details of the SEND co-ordinator (SENCo)?</p>	<p>Mrs Ali Jenkins : email head@greatwishford.wilts.sch.uk</p>
<p>Section 5 What is the relevant information about the expertise and training of staff in relation to children with SEND and about how specialist expertise will be secured?</p>	<p>All of our teachers are qualified and have undertaken specialist professional development. This includes the use of Local Authority guidance on identifying aspects of SEND in children and in the different aspects of identifying possible barriers to learning.</p> <p>Our Teaching Assistants (TAs) also have a range of expertise- Makaton training, working with pupils with ASD, speech & language training programmes, counselling for non-specialists, 'Talk Boost', 'Catch up Numeracy', nurture group relationship training, designated First Aid trained staff as well as annual training to cover medical conditions such as epi-pen users, diabetes & cystic fibrosis and</p>

	<p>Asthma.</p> <p>This is not an exclusive list and on-going professional development is key to ensuring staff of all categories remain up-dated and skilled.</p>
<p>Section 6</p> <p>How will equipment and resources needed to support children with SEND be secured?</p>	<p>Our school is partially accessible as parts of the building date back to 1722 & the Victorian period.</p> <p>Our playground is inclusive and accessible by ramps.</p> <p>Where further investment in facilities or resources is needed, the school provides for this through its SEND budget and, when appropriate, by requesting support from specialist services such as dedicated LA Behaviour Support TAs and financial assistance from the LA.</p>
<p>Section 7/8</p> <p>What are the arrangements for consulting and involving parents and children with SEND in their education?</p>	<p>At the start of each term we hold structured conversations with you and your child where we discuss targets for your child for the coming year. We hold parents evenings and you are very much encouraged to come along to these, including bringing your child if you wish.</p> <p>If teachers feel they need to speak with you about your child's education they will contact you. This may be a telephone call, letter or note asking you to make an appointment to visit school at a mutually convenient time.</p> <p>You are also very welcome to make an appointment if you feel the need at any time to see the class teacher or SENCo.</p> <p>We also have a Family Link Worker who runs Parent Support groups and SEND Parenting courses. She is also available to answer questions or help in signposting to outside agencies. Debbie Newman Tel: 07752158827</p>
<p>Section 9</p> <p>What arrangements are made by the Governing Body regarding the treatment of complaints from parents of children with SEND regarding the provision made for them in school?</p>	<p>In the first instance we encourage you to contact your child's class teacher. If you still have concerns then please contact the Head teacher. In the unlikely event that your concern is not resolved then please contact our Chair of Governors.</p>
<p>Section 10</p> <p>How does the Governing Body</p>	<p>The Governing Body devolves responsibility for the involvement of</p>

<p>involve other bodies, including health & social services, Local Authority and voluntary organisations, in meeting the needs of children with SEND and in supporting the families of such pupils.</p>	<p>other organisations to the Head teacher. Specialist support services which are provided by the Local Authority are accessed by the Head teacher using the Wiltshire Graduated Response to SEND Support document (GRSS). Support is also available in years 5 & 6 from the SENCo and support staff at the secondary schools that we feed into. The school and Family Link Worker are also able to signpost parents to specialist charities and support agencies.</p>
<p>Section 11 What are the contact details of support services for the parents of pupils with SEND.</p>	<p>Generally, specialist support services are provided by Wiltshire Council. However contact details may vary depending on the service involved. If any of these services are involved in supporting your child the school will also have engaged with discussions about your child and will therefore have the contact details.</p>
<p>Section 12 How do you prepare your child for joining our school or transferring to another school?</p>	<p>Between key stages we have a structured programme to support children with SEND to achieve a successful transition. In Year 6 this includes 1:1 visits for familiarity, meeting the receiving SENCo, transition support staff and the provision of a mentor who visits several times during the year. If your child is due to join our school, the Head teacher will contact you and make arrangements to meet you, your child and the SENCo in your current placement to discuss current provision, its effectiveness and any concerns you or your child may have prior to the move. A special programme of visits and resources will then be built around your child to make this as supported a transition as possible.</p>
<p>Section 13 Where can I find more information on the Local Authority's Offer?</p>	<p>This is published and available at http://www.wiltshire.gov.uk/localoffer.htm</p>

