

Wheelock Primary School SEN Information Report

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SEN Governor:

SEN Code of Practice	Provision at Wheelock Primary School
What kinds of special educational needs do we make provision for?	<p>We have provision for children who can be accommodated effectively within a mainstream primary school within the four areas of need identified in the code of practice;</p> <ul style="list-style-type: none">• Communication and Interaction• Cognition and Learning• Social, Emotional and Mental Health difficulties• Sensory and/or Physical needs
How do we identify children with SEN and assess their needs?	<p>Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural needs, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND.</p> <p>Early identification is paramount, and therefore staff working in school, monitor the children's progress carefully on a termly basis through regular pupil progress meetings which are led by the senior leadership team. Termly meetings are held to ensure class teachers have the opportunity to discuss issues raised at the pupil progress meeting with the SENCO.</p> <p>Concerns are initially raised with the school SENCO who would discuss them with those working with the pupil, the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer class based support approaches, for example advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils, in addition to the class based support approaches, class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support.</p> <p>The SENCO keeps an overview of pupils requiring additional and different support (Barriers to Learning Profile) in order to monitor the progress of these pupils, and to plan for provision across the school.</p>
How do we consult parents of children with SEN and involve them in their child's education?	We share information about the additional needs of individual children at transition meetings before they enter Reception. All children are screened for language difficulties during their first year in school. We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance, parents should discuss any concerns with the child's class teacher. This may then lead to a meeting with the class teacher and

	<p>special educational needs co-ordinator (SENCO) to discuss next steps.</p> <p>There is a parents evening every term which enables a short meeting to discuss progress or concerns.</p> <p>Parents are invited to contribute to the annual reviews in written format and through their attendance at the meeting.</p> <p>Home school books support the communication between the two settings and help to deal with issues as they arise on a day to day basis.</p> <p>Parents of children with a School Focus Plan (SFP) are included in the termly evaluation of targets with their class teacher. They are fully informed of new termly targets as they are put in place. The SENCO is available to be present should the parents request it.</p> <p>The SENCO is available to meet with parents of any child with identified SEN as appropriate for their level of need at any point in the term.</p> <p>Annual written reports are provided to parents at the end of summer term.</p> <p>Ultimately the school operates an open door policy which enables parents to come into to share any concerns or to telephone staff.</p> <p>Termly parent consultation meetings with class teachers.</p> <p>Parents of children with an EHCP are invited to attend and share views at annual and interim review meetings.</p>
<p>How do we consult with young people with SEN and involve them in their education?</p>	<p>Children are involved in setting personal targets on their SFP, and evaluating progress towards them as appropriate for their age.</p> <p>Children with an EHCP are invited to share views for annual review meetings and their views are recorded in reports. We ask them to come and share their opinions in person if appropriate and if they wish to.</p> <p>For children with SEMH needs, wishes and feelings are collected in an age appropriate way.</p> <p>There is a school council which contributes ideas and suggestions for school improvement.</p>
<p>How do we assess and review children's progress towards outcomes, including opportunities available to</p>	<p>As noted above, children and parents are fully consulted and involved in the assessing and reviewing process. They are made aware of progress being made towards individualised targets in the termly review meeting and in the writing of new targets.</p> <p>The SLT, SENCO and class teachers track the progress of all children (including those with SEN) in reading, writing, phonics (KS1) and numeracy. If a continuing barrier to their learning is identified then a group or individual intervention is needed. A profile is made on the whole school Barriers to Learning system for these children where the range of interventions and their impact can be monitored.</p>

<p>work with parents and children as part of this assessment and review?</p>	<p>The school uses a variety of assessment processes as relevant to different key stages. We review progress daily in lessons which informs our planning, our intervention groups and there is an annual report to parents on their child's progress.</p> <p>There are many opportunities for pupils to reflect on their progress in lessons and they are encouraged to consider next steps and or what they might do differently.</p>
<p>How do you support children in moving between phases of education?</p>	<p>We recognise that transitions can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <p>When moving year groups in school, information is passed on to the new class teacher. A transition meeting will take place to discuss your child's strengths and difficulties and the strategies that have been successful.</p> <p>In Reception there are induction events during the summer term for all children who are joining the Foundation Stage in September. The reception class teacher/teaching assistants will arrange individual home visits. The SENCO may arrange additional visits for children identified as having SEN and additional meetings will be arranged with parents and any other agencies who have been involved with your child. A handover process takes place with Early Years Providers for any child joining the school in Reception if a SEN has already been highlighted.</p> <p>In Year 6 the teacher and/or SENCO will discuss the specific needs of the child with the SENCO/Inclusion Manager of their secondary school. The new school are invited to attend any EHCP reviews that we hold before the child transfers to them. The child will take part in focused learning about aspects of transition to support their understanding of the changes ahead. Where possible the 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.</p>
<p>Which approaches do you use to teach children with SEN?</p>	<p>The school uses a wide range of strategies to support individual SEN children, so strategies and support can be tailored and differentiated to meet their specific needs. These include; the training of staff in using different learning strategies and understanding of specific needs, differentiated resources in settings, timetable accommodations and intervention programmes that will help.</p> <p>Details of interventions and approaches used can be found in our SEN Policy. Interventions include; in-class support, small group intervention and 1:1 intervention. Interventions are monitored and evaluated on the Barrier to Learning Profile. This changes regularly in response to needs at that time.</p>
<p>How do you adapt the curriculum and learning environment for children with SEN?</p>	<p>High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. Differentiated teaching enables all the needs of each child are met, this will enable the child to access a broad, balanced and relevant curriculum.</p> <p>If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children.</p>

	<p>The SENCO and class teacher consult with external agencies (e.g occupational therapists, visual/hearing specialists, speech and language therapists) to ensure that learning environments are adapted to meet specific needs. Examples include; setting out furniture, visual timetables, specialist equipment if required and programmes that will help.</p>
<p>How do you train staff to support children with SEN, including how specialist expertise will be secured?</p>	<p>Staff training is arranged to ensure that staff are confident in working with children with SEN in school.</p> <p>Annual appraisals of staff take place; these include the identification of any training needs.</p> <p>The SENCO organises external training for staff e.g. work with behaviour consultants, the autism team, medical needs training, ADHD training and Speech & Language.</p> <p>The SENCO attends regular cluster meetings to ensure continued professional development.</p> <p>The SENCO staff training on a variety of interventions and class based methods of support.</p> <p>We also grow our own expertise by utilizing the passion, skills and knowledge of the workforce.</p>
<p>How do you evaluate the effectiveness of the provision made for children with SEN?</p>	<p>All class teachers and any teaching assistants involved with the child will be given a copy of EHCPs and there are regular opportunities to discuss the content of these with the SENCO.</p> <p>Termly reviews of School Focus Plans to evaluate targets and the effectiveness of the approach/intervention.</p> <p>In addition to this our Barrier to learning profile clearly details all information about an individual child, providing details of the work undertaken by the school in an attempt to remove a barrier to learning and the impact of these interventions. Staff working with children have access to this information electronically. These documents are closely monitored to ensure there is positive impact.</p> <p>Our provision is evaluated using an assess, plan, do, review cycle. We review all interventions to ensure they are as effective as possible.</p>
<p>How are children with SEN enabled to engage in activities available with children in the school who do not have SEN?</p>	<p>The school has a strong inclusive ethos. Class teachers (who know the children well) and the SENCO assess the needs of each individual child with SEN and put actions in place to remove barriers to learning and to enable them to access the full curriculum.</p> <p>Examples include; differentiated learning activities within lessons, use of specialist equipment or additional adults to help support individual pupils if appropriate.</p>

<p>What support is available for improving emotional and social development?</p>	<p>Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring further support, the school identifies a key member of staff who might work individually with children or might support pupils in a more holistic way. We have a range of interventions to support pupils experiencing difficulties with emotions or relationships, and we use a range of assessment tools to help us monitor this area of pupil development.</p> <p>Treetops is a provision that is available to all children at Wheelock who need a little bit extra support in order to develop the personal and interpersonal skills they need in order to become happy and successful both in and out of school.</p> <p>The school has a number of systems in place to support children’s social and emotional development. These include:</p> <ul style="list-style-type: none"> • Our SENCO liaises with specialist support agencies to provide targeted support eg. CAMHS, autism team, educational psychologist, school health. • Each class receive curriculum time in P4C, E- Safety and age appropriate advice on anti-bullying and healthy lifestyles (through Science). • External groups may also come in to run workshops and assemblies for information. • Special events such as Anti-Bullying Week.
<p>How does the school involve other bodies in meeting children’s SEN and supporting their families?</p>	<p>The SENCO liaises with a range of external agencies for advice, and involvement in delivering personalised programmes of need, e.g. Health and Social Care, LA support services, voluntary sector organisations.</p> <p>The school also signposts families to local services to support families. The Local Authority Offer also provides useful information about support available.</p> <p>https://www.cheshireeast.gov.uk/livewell/livewell.aspx</p>