

Weaverham Forest Primary School and Nursery
SEND (Special Educational Needs and Disabilities) Information Report

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Inclusion statement:

At Weaverham Forest Primary School and Nursery teaching and learning, achievements, the attitudes and well-being of every child, are very important. We provide a broad and balanced, creative curriculum for all pupils, setting high expectations, responding to pupils' diverse learning needs and we endeavour to overcome quickly any potential barriers to learning.

1.	What kinds of special educational needs do you make provision for?	Weaverham Forest Primary School and Nursery is a mainstream setting and we make provision for the four areas of need identified within the Code of Practice: <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health difficulties • Sensory and/or Physical needs
2.	How does the school know if a child needs extra help?	This is when a child does not make the adequate progress even though Quality First Teaching is in place and adjustments are made to reduce barriers impacting on the child's progress and achievement. The class teacher makes a professional judgement if it is felt that a child needs extra help or support emotionally
3.	When is it decided that my child has a special educational need?	Element 1= Quality First teaching with adjustments made to reduce any barriers. Element 2= Our school applies the assess, plan, do review cycle and through the school's termly assessment, vulnerable children are identified by the class teacher and discussed with the Head teacher and SENDCo at the termly pupil progress meetings. These are children who are: Not making adequate progress Working just below age related expectations

		<p>Other vulnerable children are discussed during these pupil progress meetings.</p> <p>These children require planned different or additional support at an early stage to bring them back inline. All their details (gaps, intervention, evaluation) are added onto a class Provision Map. These children are added to a 'School Record of Concern' register.</p> <p>However, after a plan, do, review cycle, some children's progress is still a concern. If teachers have concerns, a discussion will take place to decide the next step. This may be additional assessment by the SENDCo and/or the involvement of another professional. This information is recorded on the Pathway to SEND support document.</p> <p>If it is deemed that school has to provide support above and beyond element 2 after professional advice/support has been implemented, then the child will be put onto the SEND school support register (element 3) and a SEND profile will be written.</p> <p>It is at element 3 when it is recognised that a child has a special educational need.</p>
4.	How are parents of children with special educational needs consulted?	<p>Step 1-When a child is highlighted by a teacher that they have concerns about their progress/attainment even though Quality First Teaching (element 1) is in place, discussions take place between the class teacher, SENDCo and Headteacher at pupil progress meetings. Interventions/strategies are discussed and then implemented (element 2).</p> <p>Step 2-If after this, your child has still not made adequate progress, the SENDCo / professionally trained staff might undertake additional assessment, if possible, with your permission, which may then lead to further interventions/actions being implemented. You will be informed of the outcomes of the assessment.</p> <p>Or, if after this your child has still not made the adequate progress, it might be</p>

		<p>necessary to seek involvement/advice from an outside agency with your permission. Their action(s) will be implemented and discussed with you before and then it will be reviewed.</p> <p>Step 3- If it is deemed necessary that school have to implement provision above and beyond element 2, then the child will be put onto the SEND school support register (element 3) and a SEND profile will be written.</p> <p>Step 4- if there is still a significant concern then, with your permission, an application for additional funding will be made to CWAC (Cheshire West and Chester) for either Top-up funding or an EHC (Education, Health and Care) plan. Presently, only the lowest 4% of population have needs that require an EHCP.</p>
5.	What should I do if I think my child may have special educational needs?	<p>Step 1-Discuss concerns with your child's class teacher</p> <p>Step 2-Discuss concerns with SENDCo</p> <p>Step 3- Contact independent parental supporters (see question 21)</p>
6.	How does the school evaluate the effectiveness of its provision?	<p>The children are assessed termly. If a child isn't meeting age related expectations for that term, discussions take place at Pupil Progress Meetings held between the class teacher, SENDCo and Headteacher and provision (interventions/strategies) is put in place. This is recorded on a class provision map. Then the children are assessed post provision and the effectiveness of the provision is evaluated and adapted if necessary.</p>
7.	What is the school's arrangement for assessing and reviewing the progress	<p>The Headteacher, SENDCo and class teacher track the progress of individual children in reading, writing and numeracy using Insight tracking. Termly, assessments are completed to determine progress.</p>

	<p>of pupils with special educational needs?</p>	<p>In some cases, the class teacher uses an assessment and monitoring tool called 'PIVATS' which tracks small increments of progress.</p> <p>This process of 'assess, plan, do, review' is completed regularly.</p> <p>In the Early Years, the teacher tracks the progress of the individual children in the Prime areas: communication and Language, Physical development and Personal, social and emotional development, plus the Specific areas. These are recorded on Insight too. Provision is adapted as necessary.</p>
<p>8.</p>	<p>How will I know how my child is doing?</p>	<p>For any child on the SEND School Support register, there will be a SEND Parents' meeting once a term in addition to the class parents' evenings. For these children, a letter of invite will be sent out to their parents. However, parents are always welcome to make contact with the class teacher (first) or SENDCo should they wish to discuss any concerns or questions.</p> <p>Children who have an EHCP, top up funding or on the pathway to funding will also have a SEND profile, which will be shared with parents at the SEND parents' meetings.</p> <p>A report card of attainment is sent home in the spring term and an end of year report is sent home in the summer term for all children.</p> <p>In some cases, the school uses an assessment and monitoring tool called 'PIVATS' to measure small increments of progress. If this is the case they will be shared with you at the SEND Parents' meeting.</p> <p>In the Early Years, children with more than 1 identified SEND need (see question 1) will have Action for Inclusion meetings held every half term to review targets, discuss progress and set new targets if applicable.</p>

		Children with 1 identified need will have a half termly phone call to review targets, discuss progress and set new targets if applicable.
9.	How will you help me to support my child's learning?	For children who are on the SEND School Support register (element 3), targets and suggested ways in which we can collaborate to meet the needs of your child will be shared at the termly SEND Parents' meeting. If required a home/school diary is kept. For children who have an EHCP (Education Health Care Plan) or Top Up Funding, in addition to the termly SEND Parents' meeting, there is an Annual Review including the involvement of all professionals working with your child to review previous long and short term targets and set new ones. Where appropriate, families will be referred to our family support worker or outside agencies for support in the home.
10.	How will I know how the school staff support my child?	How we support your child will be discussed at the termly SEND parents' meeting and/or the general parents' evening. You will be notified of any external agency involvement and their advice for school and/or home will be discussed with you.
11.	How does the school adapt the curriculum and learning environment for pupils with educational needs?	The class teacher/SENDCo assesses the needs of each child with SEND and when necessary seeks the advice of external agencies to remove barriers to learning and to enable them to access the full curriculum. Examples include adapting learning activities/language used within lessons, use of specialist/additional equipment, setting out of the classroom or additional adults to help support individual pupils.
12.	How is the decision made about the type and how	If a child isn't reaching the age related expectations at assessment points then interventions/strategies are put into place. What is put into place (type and how much)

	<p>much support my child receives?</p>	<p>is dependent on the child's individual needs. The class teacher makes this decision initially, then from advice by the SENDCo, and/or another professional (if necessary). For non- academic areas (eg:anger), additional support is considered by the class teacher and Emotional Literacy Support Assistant (ELSA). If a child still does not make the adequate progress and the school has implemented an appropriate level of support/interventions/external agency advice then parents and teachers can work together to make an application to the local authority for further funding, either Top Up Funding or an EHC Plan assessment, depending on need. A parent or teacher can request a Statutory Assessment and they will receive a response from the Local Authority within 16 weeks of their request.</p>
13.	<p>How will my child be included in activities outside the school classroom including school trips?</p>	<p>The school effectively deploys teaching and support staff to enable children to access educational visits and residential trips as we believe these are a valuable and essential part of the curriculum. In exceptional circumstances, to ensure a child is able safely to access the residential or visit, a parent may be asked to attend.</p>
14.	<p>What support is there for my child's overall well-being?</p>	<p>The school has a very nurturing and positive atmosphere. Use of positive praise, postcards and certificates, class rewards and house points are employed. Trauma Informed Practice and Restorative Approaches forms the basis of our behaviour policy (see Behaviour Policy). In every class, Relationships and / or Health Education takes place weekly, building social, emotional and behavioural skills. In addition, some children are invited to attend a nurture group ran by our ELSA which runs for 6 weeks working on the</p>

		<p>above skills eg: positive behaviour, anger, bereavement.</p> <p>Early Years- this is ongoing continually as it is in the Early Years guidance.</p> <p>The school does not tolerate any forms of bullying (See the school Bullying Policy). Some children will need intimate care and an individual plan will be written. Some children and families have the support of our Family Support Worker, Julie Stevens. The SENDCo liaises with specialist support agencies eg: Behaviour Support Team, Autism Team, Starting Well Service 0-19, CAMHs (Child and Adolescent Mental Health), Educational Psychology Services, EWO (Education Welfare Officer).</p>
15.	<p>What training have the staff supporting SEND had or in the process of having?</p>	<p>The SENDCo completed the National SENCo award in 2013.</p> <p>The SENDCo has achieved a post graduate certificate for SLCN (Speech, Language and communication Needs) in 2015.</p> <p>The school has achieved the Supporting Social Communication Kite mark because of their knowledge in this area of need. The SENDCo is an ASC (Autism spectrum condition) lead professional and attends cluster meetings.</p> <p>Most class teachers and TAs have had SLCN (Speech, Language, Communication needs) training.</p> <p>8 members of staff are TEAM TEACHH trained.</p> <p>TA trained in anger management, bereavement.</p> <p>TA has level 1 sign language.</p> <p>TA is ELSA trained. (Emotional Literacy Support assistants) and attends half termly support sessions.</p> <p>Most staff have had ASC training.</p> <p>2 TAs have had training for 'TA role in numeracy and literacy lessons'.</p> <p>Some TAs are trained in FFT wave 3 numeracy.</p>

		<p>1 TA is trained in FFT Wave 3 literacy. 1 TA trained in Theraplay. SAL therapist gives advice to TAs. Most staff (including MDAs) have had Attachment training. All teaching staff have had training in first 30 Makaton signs The SENDCo attends regular cluster meetings for SENDCos. 1 TA SPOTTS trained Early Years training: Understanding Social Communication Difficulties Developing Communication in Preschool/Nursery class Planning and delivering Targeted interventions Developing Listening and attention skills Supporting Children with SEND in the EY setting Supporting SLCN in the EYs Do you feel what I feel- Monkey Bob training 3 TAs have level 1 Makaton 2 TAs have Makaton and songs</p>
16.	What specialist services and expertise are accessed by the school?	<p>The SENDCo liaises with a range of external agencies for advice and involvement to deliver personalised programmes of need. eg: Speech and Language therapy Occupational therapy/physiotherapy Starting Well Service 0-19 Paediatrician Educational Psychology Services Autism Team Behaviour Support team. Specialist dyslexia teacher Down Syndrome Society CAMHs The Virtual School The school will also advise of other local services to support families.</p>

		The Authority's Local Offer provides useful information. (see link on school website under 'Virtual Office, SEND').
17.	What future training do you have planned?	Additional member of staff to do NASENDCo award. All staff to undertake National College of training specific to their class/child needs.
18.	How accessible is the school both indoors and outdoors?	All classrooms have visual timetables and word banks. There is a behaviour system, (based on Trauma Informed Practice and Restorative Approaches), that runs throughout the school. School values are clearly displayed. House points and class rewards are used in each class and are visually displayed. All doors are wide enough for a wheelchair. There are entrance ramps into the building. There are a few steps but every part of the building is accessible from a different direction. The toilets have disabled bars for support. There is a disabled parking bay.
19.	How are children with special educational needs consulted about and involved in their education?	Pupil voice for each subject is completed every term and children with SEND will be involved. Children who have top up funding or an EHC plan are invited to share views at the annual/ interim reviews. We ask them to come and share their opinions if appropriate. These children also have a 1 page profile written with them.
20.	How do I make a complaint concerning the provision of special educational needs for my child?	1. Class teacher 2. SENDCo 3. Head teacher 4. Chair of Governors.
21.	How do the governing body involve other bodies, including health and social	The SEND governor link meets termly with the SENDCo to discuss everything that has been achieved/happened in that term. All the services used is part of this discussion.

	services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and in supporting the families of such people?	
22.	What are the school's arrangements for supporting pupils with special educational needs in transferring between phases of education?	<p>In every year group, a transition meeting is held in the summer term between the current class teacher, new class teacher and parents. If moving from nursery to reception and professionals are involved, these will also be invited. Additional visits and/or activities will be organised if necessary.</p> <p>A transition meeting is held between the year 6 teacher with the High School.</p> <p>Additional transition visits to the High School are accommodated and activities completed if necessary.</p> <p>If a child transfers from another school the SENDCo will liaise with their previous school.</p>
23.	What are the contact details of support services for the parents of children with special educational needs?	<p>SENDCO- Mrs Clare Rushworth 01606226444</p> <p>Headteacher- Mr David Erne- 01606226444</p> <p>CWAC Independent Advice and Support (IAS) Service (formerly known as Parent Partnership)- iasservice@cheshirewestandchester.gov.uk</p> <p>CWAC SEN team- senteam@cheshirewestandchester.gov.uk</p>
24.	Where is the local authority's local offer published?	On the school website there is a link. Under 'Virtual Office' there is a SEND section where the link can be found.