

Withington Primary School

Local offer

SEND Information Report for Withington Primary School September 2014

This document provides information about how we are implementing our SEND Policy which can be found on the Withington Primary School website.

www.withington.hereford.sch.uk

1. What kinds of SEND do we provide for?

- We are a mainstream primary school and nursery for children aged 3 years to 11 years.
- We provide support for all types of SEN and Disabilities.
- Our site is accessible and rated on the Local Authorities website.
- We provide support for all of the 4 main areas of SEND.

2. What is our policy for identifying children and young people with SEND and assessing their needs, and who is the SENCO?

- Our SEND policy sets out clearly what our process for assessing needs are. It is the role of teachers, supported by the SENCO, to assess the needs of the pupils in the classroom, and to identify those who may need further support because of a learning difficulty or disability. This will routinely be done through regular ongoing in class assessments, and review of interim progress checks, but may involve more specialised assessment from specialist outside agencies.
- Some students have a Statement of Educational Need, which clearly set out the needs of the young person, and which will change to EHCP's over time
- The SENCO is Mrs Sarah Houchen, who can be contacted by phone on 01432 850289 or by email shouchen@withington.hereford.sch.uk

3. How do we consult with parents of children with SEND and involve them in their child's education?

- Parents receive termly reports from the school regarding students' effort, attainment, progress and behaviour for learning as well as subject specific targets.
- There are opportunities for face to face meetings three times a year at parents' evenings or SEND reviews to meet with the class teachers and the SENCO.
- Parents are free to contact the school at any time, either by phone, or by email to have a conversation about their child's progress in school or concerns regarding SEND.

4. How do we consult with young people with SEND and involve them in their education?

- Pupil's views are taken into account when organising support for their needs.
- We have an open door policy where pupils can share their concerns with their class teacher, the learning support staff and the SENCo.

5. How do we assess and review children and young people's progress towards outcomes?

- Class teachers regularly assess pupil's progress as part of their normal practice and this is discussed further during half termly pupil progress meetings.
- We complete reports regularly through the year for all our pupils, and this information is sent home to parents.
- Each half term we carry out assessments on all children throughout the school. The data generated by these assessments is scrutinised by the class teacher and the SENCO after each assessment cycle and those with less than expected progress are highlighted and appropriate support or advice is put in place.
- Those pupils receiving specific SEND support have their progress tracked and monitored by the SENCo as part of the normal school progress checks.
- We try to use our normal school assessment processes as much as possible so as not to overburden our young people with too many assessments.

6. How do we support children and young people in moving between Primary School and Post 16 and in preparing them for adulthood?

- Additional visits are in place for pupils with SEND to develop a smooth transition.
- Staff from the pupils' new schools are invited to key meetings and reviews.
- There are well planned programmes of transition activities. This includes a summer school (Year 6-7) from Primary school to Secondary school.
- There is a well planned transition from the school nursery to reception and for children starting at Withington for the first time in reception.

7. What is our approach to teaching children and young people with SEND?

- We want everyone in our school to make excellent progress, and to achieve the very best that they can, in all aspects of their all-round education, regardless of any Special Educational Needs or Disabilities that they may have. We have high aspirations for all of our pupils.
- This means that there is complete equality of opportunity in the curriculum that is offered to pupils.
- We believe that high quality teaching will ensure high quality outcomes for pupils, so it is essential that pupils with SEND have access to the same high quality teaching as everyone else in the school.
- It also means that we work really hard with pupils with SEND to put in place extra provisions to ensure the best possible outcomes for them, and to remove any barriers to learning that they may be facing. These may include barriers related to the pupils themselves, and also those in the learning environment.

8. How have we adapted the curriculum and the learning environment of children and young people with SEND?

- The curriculum is broad and varied, and there is a flexible approach taken to meet the needs of pupils.
- Lessons are differentiated to allow pupils of all abilities to access the curriculum.
- The site is accessible.
- We deliver specialist bespoke interventions to support the range of individual pupils' needs, which includes, but is not limited to :
 - Power of 2
 - Additional phonics programme,
 - Handwriting tuition,
 - Literacy support groups,
 - EAL conversational English support,
 - EAL academic English support,
 - Write from the Start a visual processing intervention,
 - Read Write Inc
 - Language support in KS1,
 - In class support,
 - 1 to 1 behaviour support
 - Lunchtime buddies
 - Access to equipment that removes barriers to learning- e.g. coloured paper, overlays, laptops, writing slopes, and pen grips as necessary.

9. What is the expertise of staff to support children and young people with SEN and how do we continue to train them? How do we secure specialist expertise?

- Mrs S Alderton, Assistant Headteacher at ABEC, is a qualified SENCo and an experienced teacher.
- Mrs S Houchen, SENCo, is experienced in supporting all students with SEND.
- We have a team of highly effective and well trained Learning Support Assistants, who run intervention groups, mentor students , work with students on a 1;1 basis, and support EAL learners.
- All staff are teachers of all SEND students, and regular training on SEND strategies is provided.
- As part of our CPD programme all staff receive training on differentiating for specific needs, and the four broad areas of need in the new Code of Practice.
- We access additional specialist support and advice from external agencies, including Mrs Sara Watts - Assessment and Learning, Val Barton & Diana Budge – Behaviour Team, Eleanor Kercher – EAL team and other outside agencies if and when necessary.

10. How do we know how effective our provision for children and young people with SEND is?

- As part of the normal school development and self-review cycle, we carefully examine the data from results and teacher observations to evaluate the effectiveness of the provision for all SEND pupils.
- 6 weekly analysis of the progress pupils make is undertaken by the class teacher and the SENCo
- A termly link visit between Governors and the SENCo acts as an evaluation of the department.
- We measure the progress of all of those pupils who have specialist support and interventions.

11. What do we do to make sure children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND?

- There are no barriers for any pupils with SEND for our activities in school.
- We actively encourage pupils with SEND to take part fully in the life of the school.
- We are a fully inclusive school.
- We track the uptake of all enrichment activities of all students in school, including those with SEND.

12. What support have we got in place for improving emotional and social development of our students?

- We have experienced members of staff who offer individual support, or small group support, to pupils with a range of emotional and social needs. Programmes are offered to support:
 - Behaviour management
 - Anger management
 - Self esteem and anxiety
 - Social and Communication support
- A number of staff are trained and act as CAF lead professionals working with assigned pupils and families.
- We refer pupils with emotional needs to counselling- either via Butterflies ,CLD , Hope services or services that support bereaved young people
- We refer pupils with complex emotional and mental health needs to CAMHS

13. How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and how do we support families?

We draw on a range of local providers such as:

- NHS, Child Development Centre, local GPs, School Nurse;
- CAMHs;
- Children's Social Care;
- Early Help Intervention from CDC;
- Education Psychology Service;
- ASD specialist teacher from the Local Authority
- Behaviour Support Team, and PRU's
- Dash, CLD, Zig Zag, YOT, Butterflies, Families First, the Equalities service and other agencies as required.
- Outside agencies may come in and help us with assessments, providing advice as needed

14. What arrangements are in place for handling complaints from parents of children with SEND about the provision made at the school?

- The school has a Parental Complaints Policy.

15. What other advice is available?

Other advice is available from the SENDIAS service-Herefordshire SENDIASS service provides free information, advice and support to parents and carers of children with special educational needs and disabilities (SEND) and to young people with SEND up to the age of 25. Their contact details are:
Monday to Friday 9am - 4.30pm

- Telephone: 01432 260955
- Email: sendias@herefordshire.gov.uk
- Address: Herefordshire SENDIAS, Franklin House, 4 Commercial Road, Hereford HR1 2BB

Herefordshire's local offer can be seen at

www.herefordshire.gov.uk/education-and-learning/local-offer