



Wilkinson
Primary School

Wilkinson Primary School

Special Educational Needs & Disabilities Information Report 2024-2025

Intent

It is our intent that by the time they leave Wilkinson Primary School, all our learners will have made at least expected progress in line with their individual learning needs and that they will be happy, independent learners who feel valued for who they are.

Our SEND information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Set out the vision, values and broader aims of your school's arrangements for pupils with SEND and disabilities.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools



Our approach to identifying SEND needs:

The teachers in school monitor the progress of all children carefully and are quick to put measurable interventions in place that they feel will benefit a child. This does not necessarily mean that a child has an identified Special Educational Need. You will not always be told about all of these interventions as they happen as part of the normal every day high quality teaching and learning within the school. You are always welcome to talk to your child's teacher if you have any questions about how your child is progressing.

As part of a teacher's ongoing assessments they consider and identify pupils whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Monitoring Stage

If a child has received a number of measurable interventions and the teacher is still concerned about an aspect of the child's learning and / or social, emotional or mental wellbeing, they will inform the SENCo. Together, potential barriers to learning will be discussed. At this stage, the class teacher will talk to parents about our concerns and will share what strategies are being put in place to address these. Parent / carer input at this stage is vital as we may ask your permission to work with outside agencies at this point. Where possible, we will also discuss this with the child and share how we endeavour to support them. The Monitoring Stage, which is completed over a period of time (usually 6 weeks), enables teachers to collect and analyse evidence towards progress.

If, after monitoring your child's progress during these extra interventions, a Special Education Need is identified that requires extra or differentiated support, the class teacher will share their findings with the SENCo. The SENCo will arrange a meeting with parents / carers to feedback on the interventions provided and to discuss next steps. We will discuss the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers. We will use this to determine the support that is needed and whether we can provide it by adapting our Quality First Teaching (QFT), or whether something additional is needed. If additional support is required, we will provide a tailored Support Plan and will place your child on the SEND register. If appropriate we will involve the child themselves in this.

In the case of a child who is looked after by the Local Authority, this liaison will be with the child's social worker and their carer(s).



Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Staff at school are skilled in differentiating work to meet the needs of all pupils in their class. As well as the high quality differentiated teaching that our children receive in class, children on the SEND register will be working towards specific targets. These will be reviewed termly and will include details of specific programmes / interventions / working practices that each child is receiving as part of their SEND provision. This information is included in their personal Support Plan and also on the whole school Provision Map.

Support staff are available in every year group to assist the teacher in providing the appropriate level of support needed.

At the end of each Support Plan cycle, parents / carers are invited in to discuss progress and next steps. If appropriate, your child will also be involved in this process. Where a child has an Education Health and Care Plan (EHCP), we will ensure that the recommended provision for each individual child is planned into the weekly timetable with the appropriate level of support.

We are an inclusive school and wherever possible children are taught alongside their peers in clear differentiated groups. Children are taught in a range of ways which include whole class teaching, small group work and individual teaching. Individual support is used where needed but we try to make all our children independent learners.

We follow the National Curriculum 2014 and Foundation Stage Curriculum. Where children require a personalised curriculum, it is planned in the first instance by class teachers, with support being provided, if needed, from the SENCo. If external agencies are involved in your child's development, their statutory guidance will be used to inform each individualised curriculum.

Depending on a child's specific needs, the curriculum may need adapting, or specialist resources and / or equipment may be needed in order to access this. The school endeavour to make sure that these adaptations are made and communicated to parents. These include: using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. and differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We use a wide variety of resources to support children with their specific Special Education Needs and Disabilities. These include but are not limited to: low arousal work stations, sensory items and

manipulatives. We also use Literacy and Numeracy intervention resources, timers, ear defenders, specialist chairs, specialised writing equipment, sensory bags and sensory equipment, mind mapping resources, working memory programmes, visual perception resources and fine and gross motor skills programmes etc.

We use a range of ICT hardware and software to help pupils engage with subjects they find difficult; practise basic skills and to support independent learning. Some of these can also be accessed from home.

School provide a Cool Kids gross motor intervention before school and implement support for other identified needs by providing whole class interventions through 'Do Something New'. This inclusive approach enables all children to participate in activities with their peers.

The school offer emotional and mental health support to pupils who are finding certain aspects of life challenging. We have a pastoral team who meet weekly to discuss appropriate support and how it needs to be implemented. Each tailored intervention is delivered by staff who have been specifically trained to ensure the desired outcome is achieved. If a child requires a more specialist intervention that school are unable to provide, we will reach out to external agencies to ensure the right support is sourced and implemented. This intervention may be delivered by a trained professional.

Additional support for learning

The school works closely with the Speech and Language Service who are available to support children who find certain aspects of communication difficult. The therapists will conduct initial assessments and populate individual targets for both home and school to work on. These targets will be reviewed every 6 months to ensure the correct support is provided.

The SEN Early Years Service (SNEYS) also deliver Early Bird training for parents of children under 5 who have a diagnosis of autism.

The school engages with many outside agencies. For most agency referrals, school will complete the paperwork with your authorisation. If you believe your child is showing traits of autism or ADHD, then a referral needs to be made directly through the GP.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of assess, plan, do, review.

Assess: The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work within the classroom will be made aware of individual children's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This information is stored in a class SEND folder that is kept within the classroom in a locked cupboard. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Plan and Do: For children on the SEND register, a Support Plan outlines the package of provision that is in place for a child.

Review: The Support Plan also gives further details about their progress against their personal SEND targets. These are reviewed termly by the class teacher in discussion with the child where this is appropriate. At the time of review, parents are also asked to share their own thoughts on how their child is progressing and about the support that they are receiving.

Children who have an Education Health and Care Plan will have these reviewed annually. Parents are invited to come to this meeting. The child is integral to this process and where appropriate will be present at the meeting. Where this is not appropriate, the thoughts of the child will be sought prior to the review.

We have an open door policy and parents are welcome to ask about any aspect of their child's school life at any time. We ask that this is done either at the end of the day or by booking an appointment as the teachers are busy just before the start of school welcoming the children in and settling them down to work.

Supporting pupils moving between phases.

We want our children to experience a smooth transition throughout their school life, so that the pace and quality of learning are maintained and to ensure that children are happy and continue to make the best progress.

We hold transition meetings for parents and children in the summer term for those starting in Nursery and Reception.

We work closely with our local secondary schools to ensure a positive and effective transition for the children in year 6 as they move into year 7. Many secondary schools offer enhanced transition opportunities for children who have SEND.

Expertise and training of staff

As part of the school's continual professional development programme, all staff receive training on different areas of SEND and on identifying and supporting these additional needs in class.

In addition to this, the SENCo and other support services will give specific training to staff on the individual needs of children in their class.

Where needed, we use outside agencies to deliver training on a specific area of need. This may include the Educational Psychology Service, our Specialist Teacher and the School Nurse. There is specific training that must happen annually, for example asthma training and the school ensures that we are compliant in this.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We ensure that all children, including those with Special Educational Needs and / or disabilities, receive a broad, balanced and inspiring curriculum. We pride ourselves on the number and variety of different extra-curricular activities which are open to all children regardless of any Special Educational Needs and/or disabilities that they may have.

As part of our open door policy, parents can talk to us at any time about any activities that happen at school.

We liaise with a number of outside agencies who support us in trying to make all activities that we run as accessible as possible. These include the Visual Impairment and Occupational Therapy teams.

Support for improving emotional and social development

Emotional and Social development needs can lead to frustrations and difficulties in negotiating social situations which can result in behaviour difficulties. We provide support for pupils to improve their emotional and social development by providing measurable interventions delivered by our pastoral team.

If the child is still presenting with difficulties, school will contact the Outreach Team or the Educational Psychologist.

Consulting and involving parents:

We will have an early discussion with the pupil and parents when identifying whether an individual pupil may require special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will notify parents when it is decided that a pupil will receive SEND support.

Everything that you need to know about your child's Special Educational Need will be shared with you either in writing, over the phone or face to face.

We always try to make all information as clear and as easy to understand as possible, but if you are unsure of anything, please ask to speak with your child's teacher. Equally, if you receive any reports from external agencies that you are unsure about, if you book an appointment, the SENCo will be available to talk through the document with you.

Some of the forms that health care and other professionals may ask you to fill in can be quite confusing. If at any point you would like any help in doing this, please contact school.

If at any point, you feel that you need extra support at home, please come and talk to us about this. We have a list of agencies who may be able to help and can access Early Help support through the local authority.



Wilkinson
Primary School

SEND Information Report

Useful Numbers:

Educational Psychology Service (EP):
01902 550609

Speech and Language:
01902 444363

Occupational Therapy:
01902 446290 / 446302

Bright Minds SEND specialist support teaching:
Leave a message with school

CAMHS:
01902 444021

School Nurse: Julie Thomas
01902 444418

Gem Centre General Enquiries
01902 446270

The local authority local offer

You can access the Local Authority Local offer using this link:
<http://www.wolverhampton.gov.uk/article/6575/WIN>

Reviewed September 2024: S Buff
Next review September 2025