

## **SEN Information Report**

### **Supporting your child at Widewell Primary Academy**

At Widewell Primary Academy, we welcome the fact that every child is different and therefore the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

From time to time, children may need extra support with their learning and this information will tell you of the types of support available for your child at Widewell. It will help you understand who can help and how this support can be accessed.

### **Who are the best people to talk about my child's difficulties or SEN in Widewell?**

We encourage you to share any concerns that you may have as soon as possible. Please contact these members of school staff:

#### **1. Your child's class teacher**

Is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the Special Education Needs/Disabilities Co-ordinator (SENCO) know as necessary.
- Writing Pupil Progress targets/Individual Education Plans (IEPs)/Behaviour Improvement Plans (BIPs) and sharing and reviewing these with parents at dedicated IEP meetings and planning for the next term.
- Personalised teaching and learning for your child.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

#### **2. SENCO (Miss Williams)**

Is responsible for

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are: involved in supporting your child's learning; kept informed about the support your child is getting; involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

#### **3. Parent Support Adviser (Lorna Trend)**

Lorna can be found in the Nurture Room or on the playground each day. She is available to support with any concerns parents may have which affect their child or family. She provides information and advice on a range of issues as well as providing support to pupils during the school day.

She offers:

- Non-judgmental, impartial advice and support on a range of issues
- Help to complete forms or paperwork including online
- Support for parents in meetings at school or elsewhere
- Support around parenting and special educational needs
- Passing on parent views and ideas to school
- Support for families new to the area and those with a family member in the Armed Forces

The Nurture Room is located in KS2, between the classrooms and is a family friendly space where families and pupils are welcome.

To contact Lorna leave a message at reception, ring/text or email.

Email: [psa@widewellprimaryschool.co.uk](mailto:psa@widewellprimaryschool.co.uk) Telephone: School office 778796 or mobile 07521 412 998

### **How do you measure the progress my child is making at school?**

Your child's progress will be continually monitored by his/her class teacher.

At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Where necessary, children will have an IEP based on learning targets or based on targets set by outside agencies specific to their needs. Targets will be designed to accelerate your child's learning. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutinies and lesson observations will be carried out by the members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **How will the school let me know if they have any concerns about my child's learning?**

First, your child's class teacher will raise concerns informally at school or by telephone.

Then, if your child is identified as not making progress, the school will meet with you to discuss this in more detail. At the meeting we will

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

### **What support is available for my child at Widewell?**

Teachers at Widewell use a range of teaching and learning styles every day. Appropriate learning objectives are set for all children so that they are able to access the curriculum based on their needs.

We have a team of teaching assistants who can support small group work or catch up programmes where needed.

After school clubs can be accessed by all children.

We have a committed team of staff who may be involved in supporting your child. The school also seeks advice regularly from a number of advisory services and outside agencies. These can include:

- The Educational Psychology Service (EP)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language
- Communication Interaction Team (CIT)
- Multi-Agency Support Team (MAST)
- You will be consulted if the school feels that involvement of any of these agencies would be beneficial to your child.

### **How are outside agencies used to support the school?**

Our Educational Psychologist is Sue Thompson. She regularly visits the school and is invited to meetings.

Our learning mentor Jo Dale is in school once a week to work with identified children.

The SEND Strategic Advice and Support Team will visit school when it is required and provide specific advice and support, share resources and provide training for staff.

The SENCO regularly liaises with a number of agencies to ensure that provision is appropriate. These include:

- Excellence Cluster professionals- learning mentor, counsellors etc
- School Nurse
- Social Services
- Education Welfare Service
- Occupational Therapy
- Communication Interaction Team
- Speech and Language
- Physiotherapy
- GPs and Paediatricians

### **What happens if school interventions and further support do not fully meet my child's needs?**

For a child identified with SEN who is not making adequate progress despite in school support and interventions as well as support from a number of services, the school may wish to request that the local authority complete a statutory assessment in order to assess whether your child has more complex needs and would benefit from an Education, Health and Care Plan (EHCP).

In the instance where an EHCP is required, the school will need to submit evidence to the local authority who will then decide whether or not your child's needs can be met from the resources normally available to the school. This judgement will be made using a specified set of criteria.

Where it is decided that your child has severe, complex and lifelong needs that cannot be met through normal school resources, an EHCP will be written. The EHCP will outline long and short term goals for your child as well as the strategies that must be put into place. A child with an EHCP will continue to have arrangements as made for all children on the SEN register, as well as additional support that may be provided using the funding allocation made available through the EHCP (if awarded).

Once an EHCP is in place, there will be an annual review that will look at the appropriateness of the provision. There will then be a recommendation made to the local authority as to whether any changes need to be made, either to the EHC Plan or to the funding arrangements for the child.

### **How does the school support children and their families with transition into the school or to another setting?**

Every effort is made to ensure that transition points are successfully managed. All transition is started as early as possible to ensure that it is structured and successful.

A buddy system is in place for children who are new to the school. They will be allocated a buddy to support them in learning the routines and structures within the school.

Additional visits can be arranged for children who require a more enhanced transition into our setting.

Where children are leaving our school at any point in their education, transition arrangements are made that are appropriate to the child.

When leaving to attend secondary school, we ensure any children that may require a period of enhanced transition e.g. extra visits to the school are highlighted to the secondary school as early as possible. Meetings can also be held with both primary and secondary staff to transfer information and any strategies currently in place that can be transferred to the new setting.

### **Who can I contact for advice and support for my family and how?**

#### **In school:**

You can contact your child's class teacher, SENCO or a member of the Senior Leadership Team. We also have a Parent Support Advisor (PSA) called Lorna Trend. She is available to contact for any advice and support you feel that you need.

#### **Out of school:**

- Plymouth Information Advice and Support for SEND: <http://www.plymouthias.org.uk/>

This service is a support service for young people, parents and carers within Plymouth. This includes a specialised service for parents and carers of children with additional needs. They provide impartial and confidential information and support including:

- Support in meetings
- Help with reports, letters and paperwork
- Advice about the EHCP process
- Support in choosing schools

Plymouth Online Directory (Local Offer):

<http://www.plymouthonlinedirectory.com>

### **How is the school accessible to children with SEN?**

The school is fully compliant with Disability Discrimination Act requirements.

The school is on a split-level with easy access and double doors and ramps.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

After-school provision is accessible to all children, including those with SEN.

Extra-curricular activities are accessible for children with SEN.

### **What can I do if I am not happy with the available provision?**

If you are unhappy with the SEN provision available, please contact the SENCO or Head Teacher to discuss your concerns. We will aim to resolve any issues as quickly as possible.

Any issues that continue to remain unresolved will be managed in accordance with the schools complaints policy which is available on request from the school office