



## SEND report      September 2020

<b>What is SEND and what are the main SEND areas?</b>	<p>A child has a Special Educational Need if he or she has a learning difficulty or disability that means they have a significantly greater difficulty in learning than the majority of others of the same age and require special educational provision, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.</p> <p>The four areas of SEND are:</p> <ul style="list-style-type: none"><li>• Cognitive and learning</li><li>• Communication and interaction</li><li>• Social, emotional and mental health</li><li>• Sensory, physical and health</li></ul>
<b>What kinds of special education needs are provided for?</b>	<p>Currently we provide for children with a diagnosis of Autism (ASD), mobility problems, Dyslexia, Irlens, Attention Deficit Hyperactivity Disorder (ADHD), medical conditions, learning difficulties, physical disabilities, social, emotional &amp; mental health difficulties and communication difficulties. We also have a number of children who have additional needs and are receiving extra support.</p>
<b>How does the school identify children with special educational needs?</b>	<p>Some children arrive at Woolpit Primary Academy with their SEND needs already identified from their previous setting.</p> <p>Every learner has their progress closely monitored through regular pupil progress meetings and regular consultation with parents. Through this we are able to identify additional needs that a child may have. The SENDCo and Headteacher offer advice on differentiation, quality first teaching and specific interventions that could be used to support those identified. Concerns from teachers and parents are discussed and recorded and the child monitored further by the SENDCo.</p> <p>We have some diagnostic tools in school to help identify a range of needs. We are able to borrow resources from other schools in the partnership. The diagnostic tools we use are: phonics and key words assessments; Salford Reading Test; Indicator tests for</p>



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	<p>Dyslexia; British Dyslexia Screening (NESSY), Strengths and Difficulties, Boxall Profile and BPVS.</p> <p>We have the capability (with parental consent) to access outside agency support. For example, we can access Dyslexia outreach support as well as support from an educational psychologist, speech and language therapist, CISS (County Inclusion Support Services), SENDAT (Priory Outreach) if we feel that is required. With parental permission, we are able to discuss the children concerned and the staff and children can be provided with supporting advice and strategies.</p>
<p><b>Who is it best to talk to if you have a concern about your child?</b></p>	<p>If you feel that additional support is needed beyond the universal level of provision, your first step should be to speak to your child's class teacher.</p> <p>You may also speak to the Special Educational Needs Coordinator (SENDCO), Mrs Holmes or the Headteacher, Mrs Clayton.</p> <p>01359 240625 or <a href="mailto:admin@woolpitprimary.net">admin@woolpitprimary.net</a></p>
<p><b>How many children in the school have special educational needs?</b></p>	<p>There are currently 21 children with SEN Support status (18%)</p> <p>There are currently 3 children with an EHCP in school.</p>
<p><b>What are the arrangements for consulting parents of children with SEN and involving them in their child's education?</b></p>	<p>All children with SEND have 3 reviews per year where we discuss with parents the progress their child has made against previous targets set and together set new targets. We strive to include parent's view points and preferences when setting these targets. These may be with the SENDCo or class teacher.</p> <p>We use One Page Pupil Profiles for all our children with SEND, which include the things that are important to the child. All parents are offered additional parent's consultation times through the year and are welcome in school at any time to discuss their child. Further information about SEND is also shared through the website which parents can access at any time.</p> <p>Parent questionnaires are sent out to ensure that there is good communication between the school and parents.</p>



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<p><b>What are the arrangements for consulting young people with SEND and involving them in their education?</b></p>	<p>Pupils' views are on their One Page Pupil Profile. We ask children to contribute to their target setting. All children are made aware of their targets and what they need to do in order to achieve them. Where appropriate, children will be asked to attend progress meetings. They are invited to their EHCP meeting if it is appropriate and they want to do so.</p>
<p><b>What are the arrangements for assessing and reviewing children's progress towards outcomes?</b></p>	<p>For each child with SEN, we follow the process of assess, plan, do and review to review the targets and intervention programme at least half termly. The SEN support they receive will then be either increased or decreased as determined by their progress. Class teachers are responsible for setting appropriate targets with the support and advice from the SENDCo and any agencies involved in supporting the child and in discussion with the child, if appropriate. These will also be discussed with parents and carers.</p> <p>In addition, children who have an EHCP will have a yearly review of progress and attainment. Anyone involved with that child's support is invited and must provide a report which is discussed and next steps agreed with parents and carers.</p> <p>The SENDCo will complete observations and 1-1 sessions with children and their class teacher to help assess the appropriate level of support.</p>
<p><b>How many children have met the exit criteria and no longer need this support?</b></p>	<p>SEND is a very transient state; some children may need support for their entire time at Woolpit Primary Academy and some may make good progress so that their attainments are in line with their peers and no longer require SEND support. We liaise with parents to decide whether SEND is to be continued.</p>
<p><b>What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?</b></p>	<p>We have extended transition processes in place between classes, key stages and schools for children with SEN.</p> <p>Learners with SEN that have been offered a place at our setting will be invited to attend before joining the setting. We work closely with parents and the current setting to ensure a positive transition process which allows the pupil to feel as comfortable as possible about coming to Woolpit. Wherever possible the SENDCo and/or class teacher will also go and visit the pupil in their current setting. For learners with SEND the SENDCo will endeavour to attend transitional reviews to gather as much information about the</p>



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	<p>learner as possible and will pass this information to all relevant school staff to help prepare for the learner's needs. If appropriate, school staff will meet with outside agencies that are involved with the learner.</p> <p>Class Teachers and the SENDCo keep a folder on all children needing extra support, with latest assessments, One Page Pupil Profiles and support plans. Teachers will meet to discuss targets, specific needs and strategies needed to ensure a smooth transition. The next teacher will usually meet with parents before the start of the term.</p> <p>At the end of Year 6 the majority of our children transfer to Thurston Community College. We have an extensive programme of transition in place and meetings are held between the SENDCo at TCC and our Year 6 class teacher and SENDCo to ensure a smooth transition for our SEN, additional needs and vulnerable children.</p>
<p><b>What is the approach to teaching children with SEND?</b></p>	<p>We strive to be as inclusive as possible at Woolpit Primary Academy and treat each child as an individual, taking into account their specific needs. Class teachers ensure that they plan their lessons carefully with activities that children with SEND can access. Differentiation, where the learning is adapted to meet every learner's needs, can be done in a variety of ways. This includes providing an increased level of adult support, different learning activities, access to specific resources etc. Some children with SEND receive learning through interventions and this can be ongoing or for a block of support. Class teachers are involved in the SEND reviews and set targets for each child.</p> <p>We assess each child and provide personalized support within three levels:</p> <p><b>Universal:</b></p> <p>We use assessments against National Curriculum Objectives, termly assessments in Maths and English to identify class, group and individual needs and targets and to inform reports, parent's evenings, differentiation and quality first teaching.</p> <p><b>Targeted:</b></p> <p>Phonics program</p>



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	<p>Small-group interventions and support</p> <p><b>Specialist:</b></p> <p>Annual review for children on an EHC Plan</p> <p>individual provision map</p> <p>risk assessments if required</p> <p>Speech and Language</p> <p>1:1 interventions: Catch Up Literacy, NESSY Reading and Spelling, Beat Dyslexia, Learning Mentor, Lego therapy, Plus 1 and Power of 2, Toe by Toe, Precision, 5 minute Box.</p>
<p><b>How is extra support allocated to children?</b></p>	<p>There is an allocated SEN budget for resourcing. The SENDCo and Head Teacher manage this budget, depending on the needs of individuals or cohorts of children.</p> <p>The SENDCo/Assistant Headteacher &amp; Headteacher discuss, review and deploy staff and resources as appropriate. This support is reviewed regularly to ensure it is effective.</p> <p>TA's are deployed to classes, individuals and interventions. This is flexible and all the staff understand that the need may be greater in some classes at different times. Individual, group or class provision maps are used to provide the support that is required.</p>
<p><b>How does the school involve other agencies in meeting children's SEND and supporting their families?</b></p>	<p>Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate.</p> <p>If required, the school, with parental consent, will refer a child to an outside agency for support. This may include:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapy</li> <li>• Occupational therapy</li> <li>• Educational psychology</li> <li>• Physiotherapy</li> <li>• SENDAT (Priory Support)</li> <li>• CISS (behaviour support)</li> <li>• DOT (Dyslexia Outreach)</li> </ul>
<p><b>What adaptations are made to the curriculum and learning environment of children with SEND?</b></p>	<p>The SENDCo and class teacher, together with parents, plan the education programme for a learner with SEND, following the advice and recommendations from any supporting outside</p>



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	<p>agencies. The programmes are closely monitored and updated as necessary.</p> <p>The school ensures that all lessons are appropriately differentiated so that the curriculum meets the needs of all learners with SEND. We endeavour to make all reasonable adjustments to the school's routine to support our learners with SEND. We can provide a range of activities to learners with SEND in addition to those available through the curriculum, e.g. social skills, Lego therapy, nurture and small group or booster interventions in literacy and numeracy.</p> <p>The curriculum is adapted using a number of extra resources such as:</p> <ul style="list-style-type: none"><li>• Visual timetable</li><li>• Word banks</li><li>• Seat mats</li><li>• Writing frames</li><li>• Simplified texts/worksheets</li><li>• Visual aids</li><li>• Coloured paper or overlays (Irlen's)</li><li>• Use of TA to support</li><li>• Differentiated tasks</li><li>• Use of ICT, e.g. touch typing</li><li>• Specialized pens/pencils</li><li>• Concrete materials</li><li>• Writing slopes</li></ul>
<p><b>How does school ensure that staff have the relevant training to support children with SEN?</b></p>	<p>Woolpit Primary Academy ensures that all staff have access to a variety of training over each school year, for example Thrive training, PATHS training, nurture, resilience, attachment, restraint and de-escalation training. Expertise is shared through the partnership of schools and Academy Trust schools. We have specialists into our school to support and train staff on an ongoing basis, such as speech and language, occupational health, physiotherapists, CISS and Dyslexia Outreach and utilise information from parents about how they would like their child to be supported.</p> <p>The SENDCo offers advice on quality first teaching and differentiation. Senior managers undertake lesson observations and work scrutiny. All teachers and TA's are encouraged to undertake professional development. The Head Teacher and</p>



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	<p>SENDCo identify training needs through Performance Management and observations.</p> <p>We have some specifically trained teachers and TAs (Elklan, behaviour support assistant ELSA, Nurture, Catch Up Literacy, Beat Dyslexia).</p>
<p><b>How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?</b></p>	<p>Annual parent questionnaires are completed to gather views from all parents. Feedback is taken at SEND review meetings from parents and learners. The Senior Leadership Team and Governors monitor performance.</p>
<p><b>How do you ensure learners with SEND are included in non-classroom based activities?</b></p>	<p>In line with the relevant documentation, every reasonable effort is made to provide activities that are fully accessible to learners with SEND so that every learner with SEND can be included. When planning trips and activities, additional assistance is given to learners with SEND in order for them to be able to access them, e.g. providing additional adult support when necessary or providing an individual risk assessment. Where necessary school will make physical adaptations to allow learners with SEND to be included.</p>
<p><b>What support is available for improving social and emotional development?</b></p>	<p>All children in school work on Social and Emotional Aspects of Learning, which is also taught through PATHS programme for Children. Our focus on our key values for life and school collective worship also cover a broad range of aspects within this curriculum. In addition to this, school raises awareness through themed activities such as anti-bullying week, safer internet day, NSPCC and Child Line charity workshops, charity fundraising events and involvement in local community events. Where a child requires a higher level of support than this, the school will plan a programme of support written around an individual child's needs. This may include social skills group work, learning mentor time or Lego therapy.</p>
<p><b>How is Woolpit Primary Academy accessible to children with SEN?</b></p>	<p>The school site is accessible to adults and children in wheelchairs via the main school entrance.</p> <p>The hall can be accessed via a ramp in the entrance hall.</p> <p>Access to the playground is via the front entrance.</p> <p>Access to the disabled toilet is in the front entrance hall.</p>



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	<p>A full access plan is reviewed and updated at least annually and individual children, if there is a need, have personal evacuation plans (PEPS).</p>
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