

SEN Information Report

DRAFT

SENDCo - Mrs Emily Day send@williammorris.bluekitetrust.org

Designated teacher for Looked After Children - Mr Calum Boothroyd

SEND Governor - Chris Davies

Acronyms:

ADHD - Attention Deficit Hyperactivity Disorder

EHCP - Education Health and Care Plan

EHR - Early Help Record

ELSA - Emotional Literacy Support Assistant

EP - Educational Psychologist

ISP - Individual Support Plan

LAC - Looked After Child

PEP - Personal Education Plan

SEMH - Social, emotional and mental health needs

SEND - Special Educational Needs and/or disabilities

SENDCo - Special Educational Needs and Disabilities Co-ordinator

SLT - Senior Leadership Team

TA - Teaching Assistants

TAC - Team Around the Child

TAF - Team around the Family

TaMHS - Targeted Mental Health Support

William Morris Primary School is a friendly, happy and inclusive place where children are known and cared for. Teachers and pupils treat each other with respect and kindness, which allows children to be challenged, helping them to persevere and achieve their potential.

We believe in teaching skills, sharing knowledge and building special memories that children will take with them through the rest of their lives.

Our curriculum is creative and enables children to explore in different ways - using hands on experiences and interesting stimuli. We believe in innovative teaching that engages pupils' interests and inspires a love of learning. Our Life Skills Curriculum ensures children are taught personal development and become all rounded citizens.

At William Morris Primary School, all pupils are equally valued. We aim to provide an exciting and inspiring, balanced curriculum for all children, whatever their ability or need. Every teacher is a teacher of every child, including those with a special educational need or disability.

We offer a full curriculum that is inclusive to all children, whatever their needs. The teaching staff work with the SENDCo to ensure they support the children academically, physically and socially. The school maintains a very close working relationship with children, staff, parents and outside agencies.

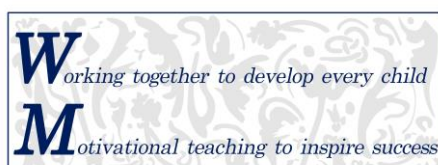
All staff are trained to deal with a wide range of individual needs, to ensure all children are treated equally. The school, in consultation with the Governing Body, will review the provision for children with SEND every year. Parents will always be closely involved in all aspects of special provision.

Definition of Special Educational Needs

A child or young person has Special Educational needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they: a) have a significantly greater difficulty in learning than most others of the same age.

Or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school. A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).



What special educational needs are catered for?

- Communication and interaction - speech and language difficulties, social communication and interaction difficulties, Autism, developmental language disorder (DLD)
- Cognition and learning - including moderate Learning Difficulties (MLD), Specific Learning Difficulties (SPLD), Severe Learning Difficulties (SLD)
- Social, Emotional and Mental Health needs (SEMH) - attachment difficulties, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), anxiety and social and emotional developmental delay.
- Sensory and/or physical needs - hearing loss, visual impairments, hearing impairments, sensory processing difficulties and physical difficulties.

Who do I contact if I have concerns?

Parents/carers are encouraged to raise any concerns they have with the class teacher during designated times (such as parent consultations). However, parents are invited and encouraged to contact the Class Teacher and /or SENDCo Mrs Emily Day if they feel that their child has additional needs that require support.

Please contact the school office on 01793 299022 or email send@williammorris.bluekitetrust.org

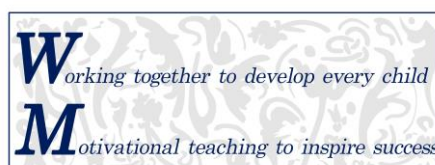
How does the school know if my child needs extra help?

We assess each pupil's current skills, levels, and progress continuously. A pupil would be identified as needing extra help if they are:

- Working significantly lower than age related expectations
- Identified through pupil progress tracking as making little or no progress.
- Being affected by low self-esteem or behaviour
- Failing to match or better the child's previous rate of progress.
- Failing to close the attainment gap between the child and age-related expectations.

Slower progress and low attainment will not automatically mean a pupil is recorded as having SEND. Parents will be formally notified if their child is placed on or removed from the school SEND register as part of our response to SEND.

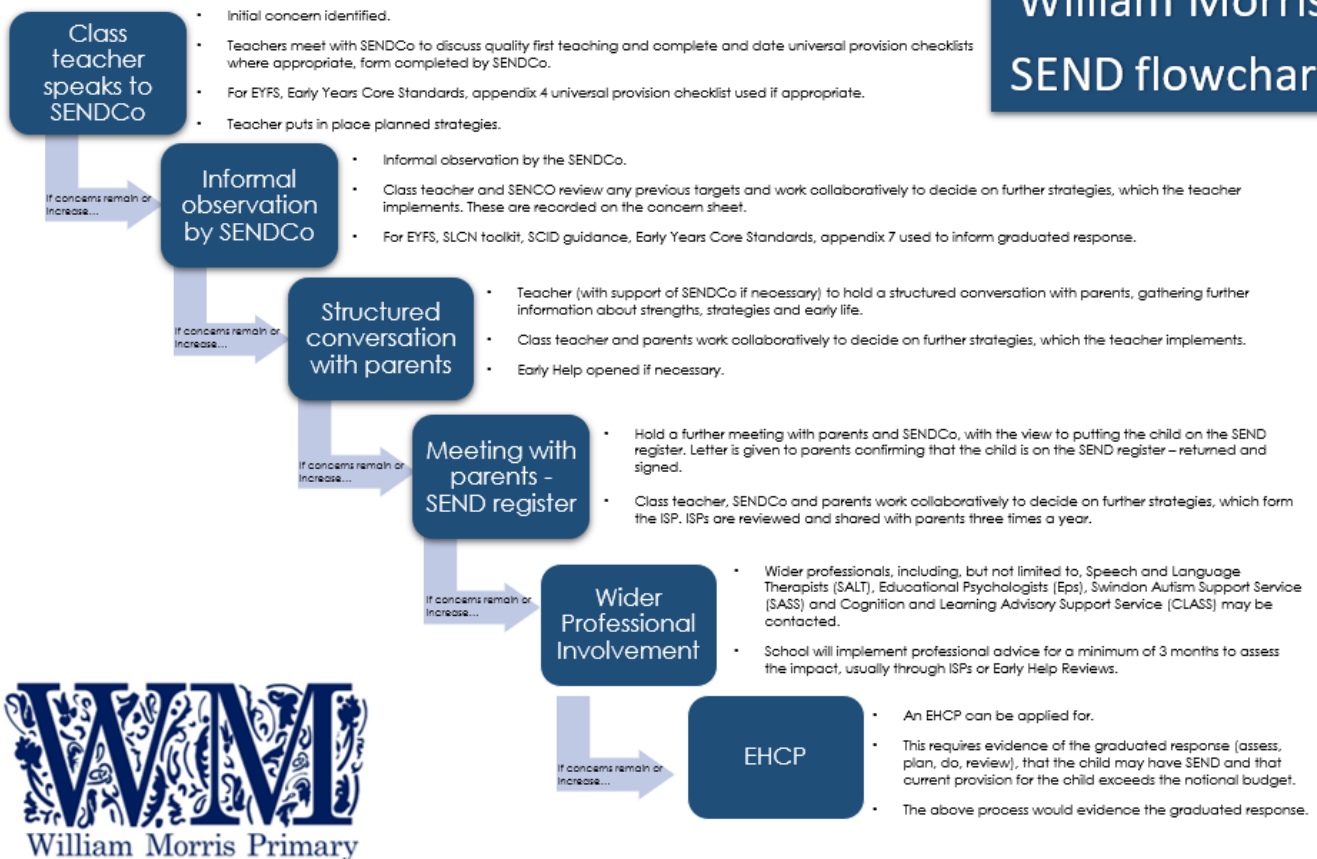
How will the school support my child?



We follow the guidance in the Special Educational Needs Code of Practice (2014). This recommends a Graduated response to SEND which comprises of four stages, Assess, Plan, Do and Review.

The process that we follow is outlined in the flowchart below. Full details are outlined in our SEND policy.

William Morris SEND flowchart



Assess

We assess and analyse your child's needs and work in partnership with parents and careers to gain a deeper understanding of the potential barriers to learning.

The aim of parent/carer conversations is to ensure that:

- we learn the valuable information that you hold about your child.
- the child's views are heard and incorporated into future plans.
- everyone develops a good understanding of the pupil's areas of strength and needs.
- everyone understands the agreed outcomes and next steps
- we work as a team to support your child.

Plan - How will we do it?

1. All teachers are teachers of SEND and 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. The DfE Code of Practice (2015) states:

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less."

In practice, this includes (but is not limited to):

- ensuring lessons are planned meet the needs of all learners
- adaptive teaching; using in the moment assessment of children's ability to support and challenge all learners
- the use of modelling, scaffolding and questioning to ensure learners engage with high level critical thinking skills
- use of individual, small group and whole task discussions
- use of positive praise and whole school behaviour management

Children with SEND are taught to be independent, to use strategies to support their needs and are given the love of learning that we hope all of our children leave our school with. The needs of children with SEND are considered on an individualised basis and they are planned for accordingly.

A range of additional strategies and approaches can be utilised, for example,

- Adapting the teaching and curriculum, e.g. groups sizes, 1:1 work, learning style, resources, visual aids, pre-teaching of key concepts etc.
- Using recommended aids, such as alternative methods of recording, visuals, practical resources, Now and Next boards, larger font etc.
- Delivering specific interventions such as Talk Boost, ELSA, Play Therapy, catch up programs, Time to Talk, SPARKS, Hands On Maths, Rapid Writer, Little Wandle Phonics interventions, Language for Thinking, Language for Behaviour and Emotions, Precision reading,
- Delivery booster groups such as extra phonics, fine motor, writing groups etc

Interventions utilised at William Morris Primary are evidence based. Records of interventions that occur are kept in each year group's intervention folder and include baseline and end of intervention judgements to evaluate and ensure interventions are effective and adjusted or adapted in a timely fashion where needed.

ISPs will be written for those children on the SEND register who need a variety of additional support in class. Children and parents will be involved in writing this process ISPs and can contribute their aims and wishes for the year, as well as the children's strengths and how they like to learn. Clear, precise and achievable targets will be set. These will be assessed, reviewed and shared with parents as part of the graduated response to SEND three times a year - at the end of the Autumn, Spring and Summer terms.

Do - what we will do?

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility if attending an intervention away from the main class teacher.

Class teachers will work closely to plan and monitor the impact of interventions and to make links with the classroom. The SENDCo will be on hand to problem solve when needed.

Review

Reviews of a child's progress will be ongoing. ISP targets will be reviewed to evaluate the impact on progress. The child will be asked how they feel about learning and what helps them to learn. This is age and ability dependent. We also seek the views of parents. The class teacher and in some cases, the SENDCo, will look at what is working and why is it successful and also investigate what is not working and why. Targets will be set and amended during regular meetings, three times yearly.

The SENDCo and Senior Leadership Team carry out regular monitoring, including pop-ins, intervention folder monitoring and book looks to ensure the classrooms are set up to create the best learning environments for all children. In addition, pupil progress meetings are held three times a year; children not making sufficient progress are identified and discussions with year group teachers take place to discuss possible barriers and next steps. Good practice is shared and any areas of concern are addressed rapidly.

Pupil voice sessions and a year parent questionnaire also contribute to evaluating the effectiveness of provision made for pupils with SEND.

Sometimes a pupil may need support from an outside agency. If this is needed, this will be discussed with the parent and parental consent will be required in order to proceed. We work with the following agencies, amongst others:

- Blue Kite Lighthouse Service
- Blue Kite Educational Psychologist
- Play Therapists
- Cognition & Learning Advisory Support Service (CLASS)
- Swindon Autism Support Service (SASS)
- Hearing Support team
- Visual Impairment team
- Educational Psychology Service
- Educational Welfare Officers
- Social Services
- Parent Support Advisor
- School Nurse
- Targeted Mental Health Service (TaMHS) or Child & Adolescent Mental Health Service (CaMHS)
- Speech and Language Therapy
- Occupational Therapy
- Outreach/Inreach from specialist provisions.
- Early Help Hub

Educational Health and Care Plans

If a child's needs cannot be met by the afore mentioned provision, it may mean that they require an Education Health Care plan. School or parents can apply for an EHCP. More information can be found on the [Swindon Local Offer](#).

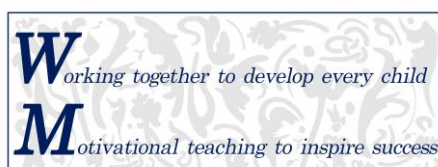
If a child has an EHCP then parents and professionals will be invited to contribute to and attend a yearly annual review. Regular contact will be kept with parents throughout the school year. The child's views will be sought before each meeting.

Special School Provision

If a child with an EHCP needs a more specialist curriculum to meet their needs, parents and carers have a right to apply for a place in a special school, where a more specialist curriculum can be delivered. This is done through the annual review process. More information can be found on Swindon's [continuum of provision](#).

Alternative Provision

In a minority of cases, where pupils are unable to receive a suitable education due to exclusion, illness or other reasons, Alternative Provision may be arranged by the Local Authority or school. Further information can be found in the DfE's [Alternative Provision guidance](#).



Supporting pupils moving between phases and preparing for adulthood

In school, we offer enhanced transitions to children on the SEND register who may find transitions challenging. This is individual to each child but can include additional visits to the class teacher, a chance to chat to children in the year above and a personalised transition booklet. Parents meetings may also form part of this.

We will share information with the school or other setting the pupil is moving to. The school offers good transition plans from home to nursery, nursery to reception, KS1 to KS2 and KS2 to a variety of local secondary schools.

All pupils joining the school in nursery or reception will have the opportunity for a home visit or meeting at school. Where necessary, the class teacher and/or SENDCo may visit children with additional needs in their current educational setting and attend any Early Help meetings occurring during the summer term.

Pupils in year 6 will be invited to transition session in their new secondary school.

Enhanced transition plans are made accessible for children who require extra support and we invite any prospective parents of children with SEND to contact the school office to discuss arrangements.

Can pupils with SEN have access to all activities?

All our extra-curricular activities and school visits are available to all our pupils.

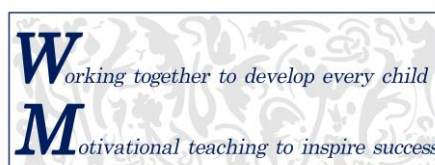
All pupils are encouraged to go on our residential trip(s) and class trips and risk assessments will be completed to address any concerns.

All pupils are encouraged to take part in sports day, school plays, special workshops and can become a part of the school council.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. If a child has a disability, then the school is fully inclusive. All classrooms can be accessed from the school playground.

What are the arrangements for supporting pupils who are looked after by the local authority?

Looked after children have a Personal Education Plan and regular meetings with carers, social workers, the Virtual Head Teacher for looked after pupils, class teacher, SENDCo and our school designated teacher for looked after children. The child's views are gained before the meeting and where appropriate the child is invited to join the meeting. The PEP sets out goals and actions with



associated costs which ensure the pupil's allocated LAC funding is spent correctly.

What expertise and training of staff takes place at William Morris to support children with SEND?

Our SENDCo has achieved the NASENCO (National Award for SEN Coordination) PGCE. She works closely with the other SENDCos in the Blue Kite Trust, sharing good practice and developing knowledge. Attending SEND BRICKS meetings, SENDCo network meetings and conferences, keeps our SENDCo up to date on training and latest information.

All teachers and TAs receive in house training from the SENDCo on supporting children with SEND. Areas of development are identified through Teacher and TA appraisals, monitoring of the impact of interventions and booster sessions, observations of teachers and TAs and pop-ins. Key areas of the 2022-23 school development plan focused on implementing a range of new interventions including Lego Club and moving forward in 2023-24, targets include further training for staff on dyslexia.

In 2022-23, staff worked closely with Crowdy's outreach support for two specific children. This included the opportunity for staff members to go to Crowdys and observe.

Two additional support TAs were trained in Sign-a-long.

The Lighthouse Early Intervention Support Team worked with staff supporting children with significant SEMH needs.

One TA was trained in delivering the colourful semantics intervention by the Speech and Language Team.

Complaints about SEN provision

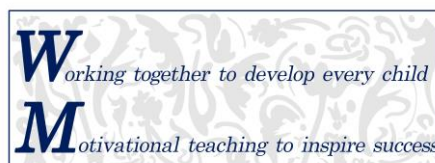
Complaints about SEN provision in our school can be made to our Headteacher, Mrs Jo Fraser and SENDCo, Mrs Emily Day via admin@williammorris.bluekitetrust.org.

This is the first response and then if needed they will be referred to the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Where can I go for more information?



Our local authority's local offer is published here: <https://localoffer.swindon.gov.uk/home>

Our contribution to the local offer can be found [here](#).

[The Special Educational Needs and Disability Information Advice and Support Service](#)

SENDIASS (formerly Swindon Parent Partnership Service) offer independent advice and support to parents and carers of all children and young people with SEND.

The SENDIASS details are Tel. 01793 466515

<http://swindonparentpartnershipservice.moonfruit.com/>

SENDIASS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP.

The address for the Statutory Assessment Team is: Wat Tyler House, Beckhampton Street, Swindon, SN1 2JG

Other helpful websites

<https://swindonsendfamiliesvoice.org.uk> - Swindon Send Family Voices

<https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/document-library-landing-and-content-pages/send-news/> - SEND News Splash

Monitoring arrangements

This policy and information report will be reviewed by the SENCO (Emily Day) every **year**. It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Attendance policy
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Signed: Mrs Emily Day (SENDCo)

Date: September 2023

