



WYKE PRIMARY SCHOOL

**SPECIAL EDUCATIONAL NEEDS
AND DISABILITIES**

KEY INFORMATION REPORT 2017 – 2018

WYKE PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES SEN INFORMATION REPORT 2017 – 2018

Introduction

Welcome to our SEND information report which is part of the Dorset Local Offer for learners with Special Educational Needs and Disability. All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the draft SEND regulations which can be found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251839/Draft_SEND_Code_of_Practice_-_statutory_guidance.pdf

At Wyke Primary School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Tamar Shanks: SENDCO
Olivia Palmer: Headteacher
Elizabeth Ingham: SEND governor

If you think your child may have SEND please speak to their Class Teacher in person, via the school office on 01747 825665 or by email: office@gillinghamwyke.dorset.sch.uk

Core offer statement

At Wyke Primary School we are committed to the equal inclusion of all pupils in all areas of primary school life. Every child deserves a broad and balanced education. We have an inclusive culture in our school and we are responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). Our motto is Caring for Children's Achievement and this commitment is fulfilled throughout all aspects of school life. We value high-quality teaching for all learners and monitor both teaching and learning in the school. For more information on our approach please speak to one of the teaching staff. Our School Development Plan is about improving learning for all. This includes continuing professional development for all our staff, including CPD opportunities available with other local schools. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and we continually assess to ensure that learning is taking place. Our whole-school system for monitoring progress includes regular discussions about pupil progress amongst staff and governors and other professionals.

How do you know if children/young people need extra help and what should I do if I think my child/young person may have SEND?

At Wyke we are all committed to supporting all our children, regardless of what their special educational need or disability might be. The Government define a child as having Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made or has a significant greater difficulty in learning than the majority of others the same age.

Types of Special Educational Needs and Disabilities can include:

- General Learning Difficulties – children whose learning progresses at a slower pace
- Speech and Language Difficulties
- Behavioural Difficulties
- Dyslexia (difficulties with reading, writing and spelling)
- Dyspraxia (problems with motor skills, organisation)
- Autism
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactivity Disorder)
- Downs Syndrome
- Cerebral Palsy
- Other Physical or Medical Needs.

We aim for early identification of Special Educational Needs and Disabilities, so our assessment process begins as soon as a child starts our school. Early intervention takes place by:

- Assessing Reception children's on-entry data in the Early Years Foundation Stage and identifying any areas of concerns
- Initial assessments when a child transfers to our school and discussions with their previous school
- Ongoing formative assessments both during day-to-day activities and at key points throughout the school year
- Pupil progress reviews between the Headteacher or Deputy Headteacher and Class Teacher, where teachers are held accountable for the amount of progress the children in their class are making
- At least every term, each teacher is responsible for evaluating the effectiveness of the provision they are providing for children with Special Educational Needs and Disabilities. Mrs Shanks also meets regularly with every Class Teacher to discuss the progress of children with Special Educational Needs and Disabilities, evaluate the provision and set targets for future provision. Detailed analysis of progress for all children, including those with SEND is undertaken by the Senior Leadership Team, throughout the school year, in line with our annual evaluation cycle.

If as a parent/carer you have concerns, or your child expresses concerns, please come and see your child's teacher to arrange a time to discuss further, and/or ask to speak to Mrs Shanks, SENDCO.

How will your staff support my child/young person?

At Wyke Primary School, we celebrate the fact that every child is unique. Our motto is 'Caring for Children's Achievement'. We understand that children learn and develop in different ways, and have different strengths and areas for improvement. Teachers and Teaching Assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, many children, at some time in their school life, need extra help.

We offer the following support for children with Special Educational Needs and Disabilities:

We aim for early identification of any Special Educational Needs and Disabilities, and this process starts from the first day children enter our school. If a child is attaining lower than age-related expectations or progress is slower than expected/usual for the child, but it is felt that the child doesn't have a SEND, then appropriate intervention is planned for and (if appropriate) specific objectives are recorded on our whole school provision map.

If we suspect a child might have SEND, then we talk to the people who know the child best – the child and their parents/carers. In that initial assessment meeting, the child, their parents and their Class Teacher are invited to share their opinions and discuss the child's strengths, areas of difficulty and hopes for the future.

This forms the starting point for future support planning. We use the graduated approach detailed in the new Special Educational Needs and Disability Code of Practice 2014 of 'assess, plan, do, review.'

Following the first meeting, if it is agreed appropriate, a Personal Learning Journey (PLJ) will be created for your child. This contains a support plan with 2 or 3 desired outcomes which are specific, measurable, achievable and realistic, and outlines appropriate support or intervention programmes and who will be the responsible adult. These outcomes will be reviewed at least every term with the child, their parents, Class Teacher and by Mrs Shanks. An annual support plan will consist of plans A (Autumn) B (Spring) and C (Summer) provision plans. All children placed on our register of Special Educational Needs (SEND register) will work alongside a well-known-to-them member of staff to draft a One Page Profile, 'All About Me', which will in turn be discussed and added to in order to also reflect parents'/carers' views. This will support their learning journey. For some children who are not on the SEND register, it may also be appropriate to draw up a one page profile to support their learning.

In class, each child's teacher will be finding ways to support your child to achieve these outcomes, such as:

- Changing the way activities are planned and delivered
- Matching activities to the ability/need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child's needs.

If extra intervention and support is required, then your child will be supported by one of our skilled Teaching Assistants. They will work closely with the Class Teacher and SENDCO to plan a programme of intervention. This intervention will be recorded by Class Teachers on our whole-school provision map and will be regularly reviewed. Class Teachers will also discuss how you can be supporting your child at home.

We track pupil progress through:

- Everyday formative assessments which track pupil progress against their level of current attainment, the Age-Related Expectations for their year group and the Statutory Requirements outlined in the National Curriculum (2014)
- Analysing pupil progress data and setting appropriate targets
- Using National Curriculum testing (Year 1 Phonics Screening and End of Key Stage assessments) or other published assessments, such as York Assessment of Reading Comprehension (Early Reading or Passage Comprehension), Sandwell Early Numeracy Test (SENT) or Single Word reading Test (SWST)
- Gathering information from the child, parents, carers and professionals from other agencies.

With the permission of parents we may seek additional advice from outside specialists such as health professionals, specialist teachers or Educational Psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress.

If your child has Special Educational Needs our SENDCO will:

- Ensure the right support is put in place for each child
- Advise other teachers and Teaching Assistants on how to help each child and ensure they have an up to date, holistic Personal Learning Journey detailing how their needs will be met in school, including if relevant Annual Support Plans (reviewed at least termly)
- Arrange training for staff so they understand each child's needs

- Work closely with parents/carers on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they might have
- Work with other professionals (if necessary) who may be able to help individual children, e.g. Speech and Language therapist /medical professional/Educational Psychologist.

If a child's needs are very complex and/or severe we may ask the Local Authority to carry out an Education, Health and Care Assessment:

- If the Local Authority agree to such a request, this is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports
- At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child
- Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school
- Education, Health and Care Assessment is only appropriate for a small number of children. Your school SENDCO or the SEND Independent Advisory Service (SENDIAS) will be able to advise you about this.

How will the curriculum be matched to my child's/young person's needs?

For every child in our school Quality First Teaching is the most important tool in ensuring that your child makes good progress. In class, each child's teacher will be finding ways to support your child to achieve their learning targets, such as:

- Changing the way activities are planned and delivered
- Matching activities to the ability/need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child's needs.

In addition to quality first teaching of an exciting and creative curriculum, specific interventions may be used alongside to ensure your child's key outcomes are met. These will be planned in discussion between school staff, your child and you as parents/carers. If you require more information on the interventions carried out please speak to your child's Class Teacher or Mrs Shanks, SENDCO.

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

At Wyke Primary School we are able to offer a wide variety of interventions that we tailor to the needs of your child. Interventions are carefully monitored in order to ensure that they have a direct impact on children's learning. Staff receive regular training and extra support is provided by a number of different agencies. At Wyke Primary we have an 'open door' policy so parents can come and see their child's teacher or Mrs Shanks, SENDCO for a brief chat or to request a meeting. Parents of children on the SEND register are kept informed about their child's targets and progress through an annual report and both formal and informal meetings with the Class Teacher. As a minimum Class Teachers will meet termly with parents and carers to review progress against the agreed outcomes. The SENDCO is also available for individual meetings by arrangement and via Family Partnership Workshops which we run in collaboration with the school nurse and our family link worker. Please contact the school office to arrange a meeting or to book a place on the next workshop. Parents of children with a Statement or EHCP are invited to attend annual Person-Centred Review meetings and are formally asked for their views.

Every Class Teacher provides a termly overview of the curriculum to support parents with home learning opportunities. In addition to this, home learning tasks and weekly challenges provide structured opportunities to support the current learning focus at home. Personalised learning activities (for example

reading and spelling packs linked to phonics reinforcement, or Maths targets linked to key number skills) are practised both in school and at home. Home/school liaison books are a useful way in which we develop communication for some children who perhaps need more support, and all children have reading diaries so that reading opportunities and progress can be shared between home and school. Additionally all staff at Wyke are very happy to meet to discuss specific concerns or ideas for supporting your child's learning at home. We believe that education is a partnership between families and schools, and that children thrive when an open, constructive and honest relationship between us fosters lifelong learning.

What support will there be for my child's/young person's overall wellbeing?

We are a Rights Respecting School so pupil voice is something we hold as a core philosophy in all that we do. All pupils contribute to reviews through questionnaires and discussions with their teacher about targets and progress. Pupils are invited to attend Person-Centred Reviews, Team around the Family meetings etc. Curriculum targets and individual outcomes are written in child-friendly vocabulary and children's views are regularly sought through school and class council meetings. All children with SEND have a one-page profile which summarises their strengths, interests, concerns and how they prefer to be supported. This supports transition to new classes, other schools and when cover teaching is required.

As part of our curriculum offer to all pupils, we build upon the good practice in our Personal Social Health Emotional (PSHE) curriculum, which we deliver discretely through the Jigsaw programme (a whole school approach to PSHE teaching) and through our core values and ethos. All children begin each week with 30 minutes' Golden Time which is their right providing they make appropriate choices during the week. Golden Time is a key part of our whole school Behaviour Policy and is a highlight of the school week on a Friday afternoon (please see our Behaviour Policy for further details).

We have two Teaching Assistants who are also ELSA (Emotional Literacy Support Assistant) trained. ELSA intervention is available for children in Key Stage 2 and we have adapted and developed our own resources to support younger children. Such support could be ongoing and in collaboration with other professionals (for example following a bereavement or a family separation) or short term (for example to support with a change in friendship groups or settling into a new class). It could be to give key strategies to develop anger management skills or as an opportunity for a very quiet child to 'find his/her voice'. Additionally we run short term intervention groups such as the 'Worry Club'. Children do not necessarily need to be SEND in order to access such support. If appropriate Mrs Shanks is able to refer a child or a family to the Dorset Family Counselling Trust (DCFT) or access further support via our school nurse or family link worker. If you feel that your child would benefit from support such as this, please do come and talk to either their teacher or Mrs Shanks, our SENDCO.

We also run a lunchtime Friendship Nurture Club for pupils throughout our school. These are by invitation following observation or request from home, school or child, and allow children the opportunity to learn new games or social skills with adult support during lunchtimes. Children who perhaps find the social give-and-take of playground games, or find the vastness of playtimes overwhelming in particular may benefit from these clubs. Both in school and out on the playground we have safe spaces (such as the gazebo outside, the calming corner, or Herons' sensory reading garden) for anyone who needs to 'take five'. Additionally we run groups aimed at building self-esteem as required and there is a 'bother box' should children wish to leave a note about a worry rather than talking face-to-face in the first instance. On the playground our playtime buddies system, sports ambassadors, playtime leaders and the Buddy Bench also support all children to have happy playtimes.

We receive regular visits from our Pets as Therapy dog, Muffin, who loves to hear children read! Additionally we have our own school dog, Noodle, and many children enjoy visiting him when he is in school, whilst some earn regular 'Noodle time' as part of their provision. We also have a highly successful gardening club which provides much-valued nurture and emotional support to some of our children.

What specialist services and expertise are available at or accessed by your setting?

Throughout the school year the following external agencies can be called upon to support SEND pupils in our school. In some cases work is undertaken on a statutory basis only currently:

- Occupational Therapy
- Physiotherapy
- Educational Psychologist (EP)
- Speech and Language Therapist (SALT)
- Child and Adolescent Mental Health Service (CAMHS)
- Early Intervention Team/ Family Partnership zones
- Homestart
- Wheelchair services
- Behaviour Support Service (BSS)
- Parent partnership support service
- School doctor or nurse
- Hearing/ vision support teacher service (HVSS)
- Specialist Specific Learning Difficulties teaching and assessment
- Bereavement Counsellors from specific charities or hospices
- Whizzkids – wheelchair training through games for children teaching safety and movement.

What training do staff supporting children and young people with SEND have?

Our SENDCO Mrs Tamar Shanks has a level 5 OCR certificate in teaching pupils with specific learning difficulties (SpLD).

Other qualifications held within school:

- ELSA (Emotional Literacy)
- Move to Learn (Occupational Therapy support for fine and gross motor skills)
- Narrative therapy
- First Class @ Number 2
- Success @ Arithmetic (Number Sense)
- Inference Training
- Supporting speech and communication
- Manual handling and safe transfer training to support our physically disabled pupils
- Short training courses attended by key staff relating to learning needs such as ASD, ADHD, DMD.

How will my child/young person be included in activities outside the setting including trips out?

All children are fully included in all aspects of school life. For school trips, etc. we are sometimes able to book the Council's wheelchair-accessible bus so that children using wheelchairs can share the same transport for trips as their peers. On occasions a wheelchair-accessible taxi which can accommodate a wheelchair-using pupil, a friend and a member of school staff may be used instead (if the bus is not available, for example). Residential visits are planned well in advance and discussions between parents/carers, children, school staff and venue staff ensure that opportunities provided are inclusive of all children. All our extra-curricular activities and clubs are open to all children and activities are adapted and differentiated to ensure they are fully inclusive. We are sometimes able to offer 1:1 support in out of hours clubs if needed. Individual Health Care Plans are drawn up in conjunction with parents and carers and support children's individual health needs both day to day in school and for day trips or residential visits.

How accessible is the setting environment?

Our school is all on ground level and is fully accessible to wheelchairs. We have a therapy room which can be used regularly for Physiotherapy and Occupational Therapy, both by visiting practitioners and by staff

following children's personalised programmes with them. The therapy room is well resourced, with a full size therapy bed, hoist, and a range of equipment. The schools hosts two fully accessible disabled toilets, one of which has a wash/dry toilet facility along with a ceiling track hoist. We regularly welcome in both technical and medical staff to ensure that children's personal equipment is reviewed and fit for purpose. We have recently had our wheelchair access improved further by new ramps and better door thresholds to make it easier for our wheelchair users. We currently have two dedicated disabled parking bays in our car park.

How will the setting prepare and support my child/young person moving to the next stage of education/life. How will you increase their independence?

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, or (later on) training provider or moving into employment. Wyke Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. Personalised support will be put in place as fits the needs of the child. Techniques such as new year group passports, working with their new 1:1 support, ELSA support groups, social skills groups and team building games can ease transition anxieties. One page profiles assist greatly with transition periods. Many of these activities or transition techniques take place at least a few weeks before the children even learn who their new teacher is going to be. We believe that putting such actions into place – as early as possible – aids a smoother and happier transition.

Liaison with Secondary School Partners – strong links exist with our partner secondary school. Close liaison takes place to ensure accurate and efficient transfer of records and information to minimize the disruption of support levels for pupils transferring to the secondary sector. Separate transition arrangements and induction visits are set up for SEND pupils where required, including a very successful programme of weekly visits in the summer term for those children for whom parents/carers and school feel it would be beneficial, and liaison between ELSA staff at both schools.

Through our graduated approach and our assess, plan, do, review model of working we ensure that independence is fostered alongside the need for additional support. For example, if a child needs help with writing for different purposes, intervention may include additional opportunities for shared writing, or rehearsing a particular text type with adult support, and the use of writing frames that then enable him/her to write independently by scaffolding their learning.

How are the setting's/school's/college's resources allocated and matched to children's/young people's Special Educational Needs?

All classes have dedicated TA support which is allocated on a class needs basis to support Quality First teaching. In addition to this, TA support is allocated on a needs-led basis. This may be to support individual children or small groups within a class, or it may be to provide 1:1 or small group provision outside of the curriculum for all, addressing desired outcomes identified between teacher, parents/carers and the child themselves. 1:1 TA support may be allocated for learning time or to support social and/or physical needs at play/lunchtimes. For those children with a statement or Education, Health and Care Plan, any allocated TA hours may be used 1:1 or as part of small group support, depending on the needs of the individual child. As our use of TAs is needs-led, this can occasion mean that children from different classes work for short periods with a TA to achieve a particular learning goal or access a specific intervention. Such groupings make use of shared areas within the school, such as the library or one of two shared learning zones. Additionally Mrs Shanks (SENDCO) is a qualified teacher of children with specific learning difficulties such as dyslexia and may work either regularly or on occasion (either 1:1 or with a group) supporting or assessing children's needs.

The purchase of resources specifically for children with SEND is needs-led and in line with the budgetary policy of the school. Resources range from sloping writing boards, coloured overlays, reading schemes to ICT equipment and software.

How is the decision made about what type and how much support my child/young person will receive?

At Wyke Primary School we use a graduated approach, in line with the SEND Code of Practice 2014, to identify challenging yet supportive outcomes for our children. Our assess, plan, do, review model of working means that assessment of educational needs directly involves the learner, their parents/carer and of course their teacher. At all stages of your child's education we will ensure you are kept fully informed about their progress both academically and socially. However should any one of us (Class Teachers, support staff, parents/carers and the learner themselves) notice a difficulty with learning we will discuss your child's strengths and areas of difficulties together and agree upon the outcomes we would all like to see as a result of any interventions. From this we will then agree which interventions are best suited and what role we can all play in the intervention. We will agree the next steps together and set a review date so that we can be sure of the time scale in which we expect to make a difference as a result of the intervention. For all children it is about ensuring Quality First teaching is then reinforced by personal, appropriate interventions and support which enables the agreed outcomes to be met. Interventions are closely monitored by Class Teachers, the Senior Leadership Team and the SENDCO to ensure they are matching pupils' needs and making a positive impact.

How can I be involved?

On a day-to-day level, parents/carers are encouraged to be actively involved in their child's learning, both through their child's specific outcomes and interventions and through the curriculum. Home learning activities are a great way to support, but at Wyke we also value the learning that children do whilst enjoying new experiences at home. In Reception 'Wow moments' (celebrating learning at home) are a highlight of many a child's week! We offer support materials alongside both core learning and more specialist provisions – for example, word games to support younger children or those with SEND learn key patterns for spelling and reading, or fun activities that parents can complete at home with their child to support fine motor development.

Our well established parents forum comprises a group of parents who are representative of all year groups and a senior member of staff (usually the Headteacher). The parents forum meets termly with the Headteacher, on an informal basis to share ideas and provide a regular opportunity in which parent voice can be heard. We both welcome and value your opinion.

Parent voice - We both welcome and value your opinion. Please do share your views with us. Our SEND governor is Mrs Elizabeth Ingham and our SENDCO is Mrs Tamar Shanks, either of whom can be contacted via the school office.

Dorset County Council's local Offer can be found at:

<https://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer>