

Wherwell Primary School Special Educational Needs and Disabilities Information Report/School SEND Offer

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Which areas of special educational needs and/or disabilities are provided for at Wherwell Primary School?

Wherwell Primary School is a mainstream setting and every effort is made to accommodate an individual's needs. We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and support our pupils to achieve their potential through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different needs, experiences and aspirations
- require different teaching approaches and have different learning styles
- acquire, understand and communicate information at different rates.

The Governing body strongly supports the education of children with learning, physical difficulties or emotional needs.

How do we identify and assess pupils with Special Educational needs and/or disabilities?

We endeavour to have good transition programmes with our Early Years settings partners so we are made aware of a child's special educational needs at the earliest opportunity.

Across the school we monitor and track the learning progress of all children by an ongoing process of planning, teaching, assessment and through pupil progress discussions.

The special educational needs of a child may be identified at any stage of their school life and we use a number of screening programmes, tests and teacher assessments to help us do this. The majority of children's needs are met through quality first teaching however, if there are concerns about progress or if any child needs extra support, then this is identified and 'additional to and different from' provision is implemented. Wherever possible, when using specific teaching programmes, we do not withdraw children from the classroom situation. However, there are times when we ask the children to work in smaller groups with adult support, or in a one-to-one situation, away from the classroom in order to maximise their learning.

If a teacher is concerned that a child may be having ongoing difficulties, they will discuss this with parents and the Special Educational Needs and Disabilities Coordinator (SENDCo). This is not a formal stage of intervention, but ensures that the child's needs receive particular attention.

If our assessments show that a child is experiencing difficulties, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are 'additional to and different from' those provided as part of the school's usual working practices. Teachers, SENDCo and Headteacher monitor the success of these interventions, monitoring their effectiveness by the impact on pupils' progress.

The class teacher will keep parents informed at all times through regular meetings and draw upon them for additional information. The SENDCo, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENDCo will then take the lead in further assessments of the child's needs. The SENDCo will work closely with parents and teachers to plan an appropriate programme of support.

Sometimes the school may feel it necessary to seek advice from outside agencies such as the Speech and Language Therapist (SALT), Primary Behaviour Support team (PBS), Educational Psychologist (EP) and specialist schools' outreach services. Parents' permission will always be asked for before a request is initiated.

As a small school, it is easy for all staff to get to know each child very well and to recognise any changes in behaviour or emotional stability. Initially, the class teacher and class based LSA will support the child. However, if there is a persistent need or a long term issue then additional appropriate support can be implemented.

What should you do if you think your child may have special educational needs or a disability?

If you believe that your child has a need which affects their education that has not yet been picked up on, you should talk first to their class teacher. If you think that your child should be given more support you should then raise your concerns with the SENDCo and the Headteacher. If appropriate, you may be put in touch with other services for advice, such as the Educational Psychology team who offer parent consultations.

How do we make sure that provision for pupils with special educational needs is effective?

All children at our school have an entitlement to a broad and balanced curriculum, which is suitably differentiated to enable all children to access learning and to achieve at their own pace. Regular data tracking is used to compare the progress of children with SEND to those without SEND.

All children on the SEND register have an individual education plan (IEP) to ensure that they receive targeted support. IEPs are reviewed termly and progress reviews are sent home to parents. The class teacher and the SENDCo continually monitor the children's progress in line with existing school practices and will carry out regular assessments. The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

Strategies to achieve this may include:

- ongoing teacher and support staff observations of children in the daily classroom setting
- use of smaller ability groups, within their classes, for specific aspects of the curriculum
- intervention programmes through targeted 1:1 or small group support, given by both class teachers and Learning Support Assistants (LSAs). Interventions may include:
 - Individual or group reading and spelling activities
 - Phonics catch up
 - Bespoke interventions for English and maths
 - ELSA support
- use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- scaffolding learning with resources, such as word banks and maths manipulatives.
- accessibility to resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through ICT, such as the use of laptops with appropriate software
- use of positive behaviour strategies within the classroom
- access to extra-curricular clubs
- use of our Emotional Literacy Support Assistants (ELSAs) who can help children who are experiencing emotional issues
- adaptations to the environment
- individualised timetables

Evidence of progress can be collated through various means including

- IEP (Individual Education Plan) reviews
- initial and final assessments after support or an intervention, which would look for an improvement in test scores
- looking at the child's work showing progress towards curriculum objectives
- records and evidence of your child's progress towards improving behaviour
- discussions at an appropriate level with the child about their progress
- discussions with you, and with outside agencies if relevant, about your child's progress
- SENDCo and SEND Governor have regular contact to keep up to-date with, and monitor the school's Special Educational Needs support, providing feedback to the school governors.

After gaining an understanding of your child's needs, we may adapt classroom strategies further or introduce an intervention programme with targeted steps to support progress and this will be formalised in the IEP and discussed with you during parent meetings. Your involvement is extremely important to our school and we encourage ongoing dialogue to enable us to work together to support your child. Therefore, the school staff are happy to meet with parents outside of formal meetings to provide updates.

For those children with more significant needs there will be regular review meetings with the class teacher and SENDCo. The targets a child is working through will be shared with them and their opinions will be taken into account when devising a programme of support. At a review meeting, you are encouraged to contribute your own ideas about how your child's needs could be met and what helps him/her to learn. You will also be informed as to how targets can be supported by you at home. At review meetings, decisions will be made about the future actions that may be taken to meet your child's needs. All children with an Education Health and Care Plan will have an Annual Review meeting where any involved agencies are invited to attend to report on progress over the past year and the next steps.

What training do our staff supporting children with SEND have?

All staff receive support from the SENDCo via regular meetings. Through a continuous programme of training over the year, staff are supported in adapting the classroom environment to meet any specific needs of a child effectively. This may be through training for a specific problem such as speech and language difficulties or a more general need such as dealing with behaviour difficulties. The ELSAs have half termly supervision and the SENDCo attends termly SENDCo support meetings, County run update meetings and the yearly SENDCo conference, as well as courses appropriate for the school's needs. The SENDCo will also run strategic in-house training programmes.

How accessible is our school?

The new part of the building has full wheelchair access but there are steps in the old part. There is an accessible WC and shower (with handrails).

Who should you contact if you are unhappy with our SEND provision?

Parents should in the first instance talk to their child's class teacher. If after discussions with the class teacher, you are still not happy with the level of support given to your child, you should raise your concerns with the SENDCo and Headteacher. If you still feel dissatisfied, you may choose to raise your concerns with the school's SEND Governor via the school office.

Who can you contact for additional support?

Hampshire SENDIASS

Hampshire SENDIASS is an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) that aims to make a positive and lasting difference for children and young people with special educational needs and/or disability (SEND) and their parents and carers.

<https://www.hampshiresendiass.co.uk/>

Where can you find a copy of the local authority's Local Offer?

The Hampshire Authority's Local Offer can be found by following the following link:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>