



Walkington Primary School
SEND Information Report

School Aims

Everything we do at Walkington Primary School come under three overarching aims:

- To enable every child to become a successful learner
- To encourage every child to get the most out of life
- To ensure every child is confident and likes the person they are

Policies to Be Read in Conjunction With the SEND Information Report

The following policies can be viewed on the school website:

- ▶ SEND Policy
- ▶ Children with medical needs policy
- ▶ Medical needs and administration of prescribed medicines policy
- ▶ Behaviour policy
- ▶ Inclusion policy
- ▶ Single equality policy

What are Special Educational Needs and / or Disability?

The Special Educational Needs Code of Practice (2014) defines Special Educational Needs as:

- ▶ Xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- ▶ Xiv. A child of compulsory school age or a young person who has a learning difficulty or disability if he or she:
 - Has a significantly greater difficulty in learning than the majority of others at the same age, 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 or mainstream post-16 institutions.

Name and Contact Details for the Special Educational Needs Coordinator (SENCO)

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SEN Provision at Walkington Primary School

Walkington Primary School is a mainstream maintained school. We aim to provide memorable and exciting learning opportunities for all pupils within a safe and stimulating environment. We believe that Primary education should be varied, challenging and relevant to the world in which our pupils will live and work, and produce responsible and caring citizens who are able to get the most out of life. We aim to include children with special educational needs and / or disabilities in the full range of experiences that are open to the pupils in our school. We consider that, whenever possible, pupils should be able to participate fully in the national curriculum.

At different times in their school career a child or young person may have a special educational need. If a learner is

identified as having SEND, we will make provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome their barrier to learning.

We make provision for children with Special Educational Needs and/ or Disability within each of the four categories defined in the 2014 SEND Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/ or Physical

Children with SEND may need extra help due to a range of different needs. The purpose of identifying the area of need/s of the child is not to fit them into a category, but rather to consider the child's needs as a whole that helps ensure the school can plan adequate provision. The categories of need are described as follows:

Communication and Interaction

Children with speech, language and communication needs may have difficulty making sense of language or in communicating their needs and wants to others. Some children need support developing fluency or forming sounds, words and sentences. They may also have difficulties in social situations as they do not understand the social rules of communication. These needs can change over time and may have difficulty with one, some or all aspects of speech, language and communication.

Cognition and Learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in some or all areas of the curriculum and may have associated difficulties with mobility and communication. Where children have profound and multiple learning difficulties (PMLD), they are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. A child can also have a specific learning difficulty (SpLD) which may affect one area of their learning and encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Social, emotional and mental health needs can manifest in many different ways and can look different for all children. They could find managing their relationships with other people difficult and may display behaviour that can hinder their's and other's learning. This can negatively impact on their health, well-being and their quality of life. Some children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder.

Sensory and/or Physical Needs

Children may have a visual or hearing impairment or have a physical need for which they require additional ongoing support and equipment to ensure that lessons and learning opportunities are accessible. Walkington Primary school is on one level with two disabled toilets and is accessible for wheelchair users.

It is not uncommon that children may have SEND that falls into one or more of the above categories.

Identification and Assessment of Pupils With Special Educational Needs

Children's skills and levels of attainment will be assessed on entry and will build on information provided by previous setting and Key Stages where appropriate.

Children joining in EYFS take part in the National Baseline Assessment alongside a more in-depth teacher assessment. Information received from children's previous schools and settings is also used to determine children's next steps and whether they require any additional interventions.

At the beginning of each year, children from Year 2 onwards complete standardised assessment in reading and spelling. This enables the tracking of all pupils across the school and easily identifies those who require additional intervention and support. The progress of all children is tracked by the class teacher throughout the year and meetings are held with the senior leadership team to discuss pupil progress. Children at the end of Key Stage 1 and Key Stage 2 are formally assessed using Standard Assessment Tests (SATs). Where particular difficulties are identified in Numeracy or Literacy, the SENCO is able to screen children for Dyscalculia and/ or Dyslexia before advising official testing.

Support for Children With SEND

Quality first inclusive teaching (wave 1) is clearly defined in our school and we expect all staff to deliver this. Should additional (wave 2) support be required, this is undertaken after consultation with the relevant staff, the pupil and their families if necessary. The child will be placed on the school's intervention register and may be given

a pupil passport with specific individualised targets. Our school offers a range of interventions which support individuals and groups of children with a range of difficulties including academic, physical, emotional and behavioural. Teaching assistants are available to support children during whole class work, which is differentiated to meet the children's needs. All intervention groups are recorded on our school's provision map which shows the range of interventions available.

When a child is identified as having a special educational need which requires individualised programmes of work (wave 3) they will be placed on the SEN register at SEN support. Children at SEN support will have a pupil passport with individual targets which are reviewed three times a year, at the end of each term. Pupils will be encouraged to take ownership of their passports and will play a role in writing and evaluating them. Parents will also be invited to termly meetings to provide information for the passports and to evaluate targets. We work with a variety of outside agencies that provide specialist support, programmes of work and resources.

A small number of children may require an Educational Health Care Plan (EHCP) to ensure that their individual needs can be fully met or may require specialist support and or/ placement if their needs cannot be met through high needs funding in mainstream education. In addition to a pupil passport, pupils with an EHCP will also have an annual review to evaluate the outcomes set out in the EHC plan.

Evaluating the Effectiveness of Provision for Pupils With SEND

The school follows the Graduated Approach to SEND support. Pupils on both the SEN register and intervention register are monitored closely to ensure that they are making progress. Children are assessed before they start and when they finish an intervention to enable small steps in progress to be measured. The interventions are regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. Children with a pupil passport will have individual targets which are reviewed three times a year, at the end of each term. In addition to pupil passports, pupils with an EHC plan will also have an annual review to evaluate the desired outcomes set out in their EHC plan.

When providing support that is 'additional to' or 'different from' we engage in a four-stage process:

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

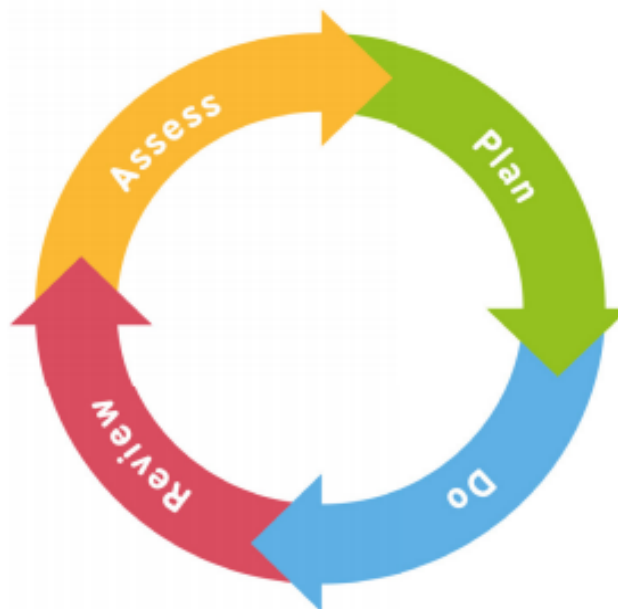
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.

Assess- This involves taking into consideration all of the information from discussions with parents, the child, the class teacher and assessments. It may also be appropriate at this stage to involve services from outside agencies to help in the assessment process.

Plan- The class teacher and SENCO will work in partnership with parents, the child and outside agencies (if appropriate) to agree adjustments, interventions and support to be put in place. The intended outcomes and targets will be recorded and a review date will be decided.

Do- The class teacher is responsible for the progress of *all* children in their class including overseeing the support and interventions that take place outside of the classroom. They will work closely with support staff and other professionals to implement targets and activities to achieve the outcomes stated. The SENCO will liaise closely with the class teacher to assess and review the provision.

Review- Regular discussions will take place to evaluate the impact of the interventions and a review date will be arranged with parents. Each review will be informed by the views of the child, parent, class teacher. The assessment information provided by class teachers will show whether expected progress is being made. For pupils with or without an EHCP there will be three reviews annually. If the child has an EHCP, the local authority must review the plan annually.

Approach to Teaching Pupils with SEND

High quality inclusive teaching, differentiated and adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional support and intervention cannot compensate for a lack of good quality teaching. The senior leadership team regularly and carefully review the quality of teaching for all pupils including those at risk of underachievement. This includes reviewing and where necessary, improving teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Training is provided to members of staff in areas of SEND to ensure the needs of children are met in line with the current thinking and best practise.

Pupils identified as having SEN have access to a range of resources. Pupils may be supported within the class either in a small group or individually. Each class has designated TA support to work with children who need additional support or work with the whole class while the teacher works with individuals and small groups. Some pupils may also be withdrawn from some activities to work on a particular skill. Teachers and teaching assistants employ a range of strategies and resources to support pupils. Outside agencies may also support children during lessons depending on their level of need.

Adapting the Curriculum and Learning Environment for Pupils with SEND

All areas of the school are accessible to wheelchair users and there are two disabled toilets. The school hall is equipped with a hearing loop for the hearing impaired. Where external advisers recommend the use of equipment or facilities which the school does not have, the school will purchase it using the notional SEND funding, or loan

items from other agencies. Outside agencies are able to supply us with specialist pieces of equipment and software to meet individual children's needs. We are always happy to discuss any individual requirements. We consider that whenever possible pupils should be able to participate fully in the National Curriculum. Our curriculum is thematic, and teachers plan together from EYFS to Year 6, this allows cross curricular links to be formed and differentiated activities to be shared across the school. Staff work in Curriculum Leadership Teams (CLTs) to oversee the curriculum and the SENCO works with each team and curriculum area to advise and support the learning of pupils with SEND.

Enabling Participation for Children with Additional Educational Needs (including physical activities)

We aim to include children with special educational needs in the full range of experiences that are open to the pupils in our school. Children with special educational needs and disabilities are fully included in extra curricular activities, sporting events and school trips.

The child's voice is of the utmost importance and we regularly talk to the children about what they like/ dislike, what they are good at and how they would like to improve. Children play an active role in writing their targets and are encouraged to evaluate them by talking about what they feel has worked well for them. Where appropriate, teachers invite the children to complete a one page profile which allows them to explain how they think they learn best and what helps them. The children have their own pupil council which allows them to have a say on whole school issues such as playgrounds, clubs and future school development.

Support for Children with Additional Social and Emotional Needs

There are a range of interventions available for children who have additional pastoral and social needs including friendship groups, social skills groups and meditation. We have two trained Emotional Literacy Support Assistants (ELSAs) who work with children who have additional social and emotional needs.

The school has a positive approach to behaviour which ensures children are rewarded for the good things they do. Good behaviour is encouraged and rewarded through a range of systems including verbal praise, stickers, house points, golden tickets, class marbles, head teacher awards and citizenship cups. The ethos at Walkington Primary school ensures that everyone's differences are treated with respect and everyone is valued for their own personal qualities. Children are encouraged to take responsibility for their own and others safety through their actions and behaviour, as well as knowing that members of staff are there to keep them safe. Every child's view and opinion is valued and we encourage children to contribute to their pupil passports and through groups such as the pupil council.

Support for Children with Additional Medical Needs

Any pupils with additional medical needs are well catered for at Walkington Primary school. All medical requirements are discussed with parents prior to admission or at the point of diagnosis, and these records are kept on the child's individual files. All medicines are clearly labelled and are kept in a locked cupboard that is accessible

to appropriate members of staff. For those pupils needing medicine regularly we complete an individual care plan which is reviewed annually. Each classroom has a bag which includes emergency first aid such as EpiPen's and asthma inhalers. Medicines can be administered by trained first aiders and a private medical room is available to support children with personal care.

Local Authority Support Services and Voluntary Organisation's

We are able to access a wide variety of services depending on the individual needs of the children these include but are not limited to:

- SALT: Speech and Language Therapy
- EPBST: Educational Psychology and Behaviour Support Team
- Behaviour support specialist teachers
- SaPTS: Sensory and Physical Teaching Service
- School Nurse
- Inclusion Practitioner
- Specialist nurses (epilepsy/ diabetic etc.)
- Independent external SEN support team
- Autism outreach teachers
- OT: Occupational therapy
- EHaSH- Early Help and Safeguarding Hub

School Staff Training and Experience to Support Children with SEND

Teaching and support staff have received a variety of training related to SEND. Training is arranged to ensure staff understand the needs and strategies to support the particular children they work with. Training has included:

- Emotional Literacy Support Assistants (ELSA)
- Attachment Disorder training
- Lego therapy training
- supporting children with hearing difficulties and auditory processing disorder
- supporting children with Dyslexia
- supporting children with Autistic Spectrum Disorder
- supporting children with speech and language difficulties
- supporting children with diabetes
- supporting children with physical and co-ordination needs
- supporting children with epilepsy
- TEAM Teach positive handling techniques

The SENCO has gained the 'National Award for Special Educational Needs Coordinators' and has a master's degree in 'Inclusive Education'.

Assessing and Reviewing Children's Progress

Children's progress will be continually monitored by their class teacher to inform further planning and termly by the

SENCO. Progress will be recorded on the school's assessment programme 'FLiC'. Data from FLiC is shared with parents twice a year, in February and at the end of the academic year. In addition to normal reporting arrangements, there will be the opportunity for parents of children with a pupil passport to meet with their child's class teacher and SENCO at the end of each term. This will be an opportunity to review short term targets, discuss the progress the child has made and set new targets for the upcoming term. Progress towards short term targets is recorded on a system called MAPP which enables the teachers to record small steps in progress. We also encourage an open-door approach whereby teachers are accessible to discuss any concerns with parents as they arise.

Parent/ Carers Involvement

We encourage parents to work in partnership with teachers and they are always welcome in school to discuss any concerns. When a child is identified as having SEN, parents will be informed as soon as possible and invited into school to discuss support. Parents of children with a pupil passport are invited to termly meetings to review targets alongside the class teacher and SENCO. Advice will be given about what parents can do to support their child at home. When outside agencies are involved, such as the educational psychologist, programmes of work are normally provided that can be used at home. For those children with an EHCP we feel that it is important that parents/ carers are fully involved in the annual review process ensuring that there is plenty of opportunity for them to engage in this process in line with the SEND code of practise. Parents/ carers are also invited to help with school trips, curriculum events as well as having the opportunity to become actively involved with our PTA Friends of Walkington School events such as the Christmas secret shop and summer fair.

Arrangements Made by the Governing Body in Relation to Complaints

The general arrangement for the treatment of complaints at Walkington Primary school are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher, SENCO, Assistant Headteacher, Deputy headteacher or the Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body. If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this the complainant can appeal to the first-tier tribunal if the case refers to disability discrimination or to the Secretary of State for all other cases. There are some limited circumstances, unusually for children who have an EHCP, where there is a statutory right for parents to appeal against the decision of the LA should they so wish. Complaints which fall within this category cannot be investigated by the school.

Contact Details of Support Services for Parents

The 'Local Offer' website contains a wealth of information about services and support which are available to children and their families in the local area.

SENDIASS offers impartial, confidential information, advice and support for parents and carers of children and young people (aged 0 to 25) with special educational needs or disabilities and those who support them.

This service is sometimes referred to as FISH SEND IASS

To access this service is via the FIFH helpline:

Tel: 01482 396469

Arrangements for Supporting Pupils with SEND in Transferring Between Phases of Education or in Preparing for Adulthood and Independent Living

When moving to a new school, Walkington primary school will ensure that we facilitate a smooth transition. This includes informing the new school of current achievements, support that was in place and any other important information specific to the child. This is also the case for any child joining us from another school. In these instances, we will endeavour to gather as much information from the previous school as possible.

The SENCO meets regularly with the SENCOs of local secondary schools to pass on information about the children moving to their school at the end of Year 6. When more support is needed for the transition this is discussed in consultation with parents/ carers to determine a plan of provision and support according to the child's needs. A transition programme can be arranged with our inclusion practitioner which will include visits and support prior to the transition. If your child has an EHCP, at the Year 5 annual review meeting, transition to secondary school is discussed with professionals involved, the Secondary SENCO and parent/carers at the meeting in consultation with the young person involved.