

William Law CE Primary School

SEND Information Report

October 2023





How William Law CE Primary School supports learners with Special Educational Needs and Disabilities (SEND)

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students. This document is intended to give you information regarding the ways in which we ensure that children with SEND are educated, wherever possible, in an inclusive environment to enable each pupil to reach his or her full potential. It may not list every skill, resource and strategy we deploy in order to achieve this as these are continually developed and refined to meet the changing requirements for individual pupils.

	<u>How does the school know if my child has SEND?</u> <u>Slide 3</u>	<u>What types of special educational needs does the school provide for?</u>	<u>How can I let the school know if I have concern's about my child's progress or possible SEND?</u>	<u>What do I do if I think my child has a neurodevelopmental condition?</u>
<u>Who are the best people to talk to in school about my child's Special Educational Needs or Disabilities?</u>	<u>What are the different types of support available for children with SEND at William Law CE Primary?</u>	<u>What interventions and resources does the school have experience of?</u>	<u>Are there different levels of support? What does this look like for my child? How do they move through these levels of support?</u>	<u>Who are the other people providing services to support children with SEND at William Law CE Primary School?</u>
<u>How are the teachers supported to work with children with SEND and what training do they have?</u>	<u>How is teaching adapted for children with learning needs?</u>	<u>How are pupils supported to improve their emotional and social development?</u>	<u>How is progress for children with SEND measured?</u>	<u>How have you made the school accessible to children with SEND and how do you involve them?</u>
<u>What support do you have for parents of a child with SEND?</u>	<u>How will you support my child when they are moving to another class or leaving the school?</u>	<u>How is the effectiveness of the provision made for pupils with SEND evaluated?</u>	<u>What do I do if I am not happy with my child's support?</u>	<u>What do all the acronyms mean?</u>





How does the school know if my child has SEND?

The SEND Code of practice 2015 states that a child has SEND if:

- They have a learning difficulty or disability which calls for special educational provision to be made
- If they have significantly greater difficulty in learning than the majority of others the same age
- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

At William Law we know when pupils need help if:

- ❖ Concerns are raised by parents/carers, teachers, or the pupil's previous school
- ❖ There is lack of progress identified either through assessment of learning within class, or at Pupil Progress meetings held termly
- ❖ Lower than age expected test scores
- ❖ There is a change in the pupil's behaviour
- ❖ A pupil asks for help

What types of special educational needs does the school provide for?





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We support all pupils with a range of special educational needs and disabilities, and with varying degrees of complexity. These needs can impact upon the child's capacity to learn in all areas. We support children with the following areas of need:-

Cognition and Learning

e.g. dyslexia, dyscalculia, dyspraxia, low attainment

Communication and Interaction

e.g. Autistic Spectrum Disorder, Speech and Language difficulties

Social, Emotional and Mental Health

e.g. attachment, anxiety, ADHD

Sensory and/or Physical

e.g. Visual or hearing impairment, physical difficulties





How can I let the school know if I have concern's about my child's progress or possible SEND?

First talk to your child's teacher about your concerns.

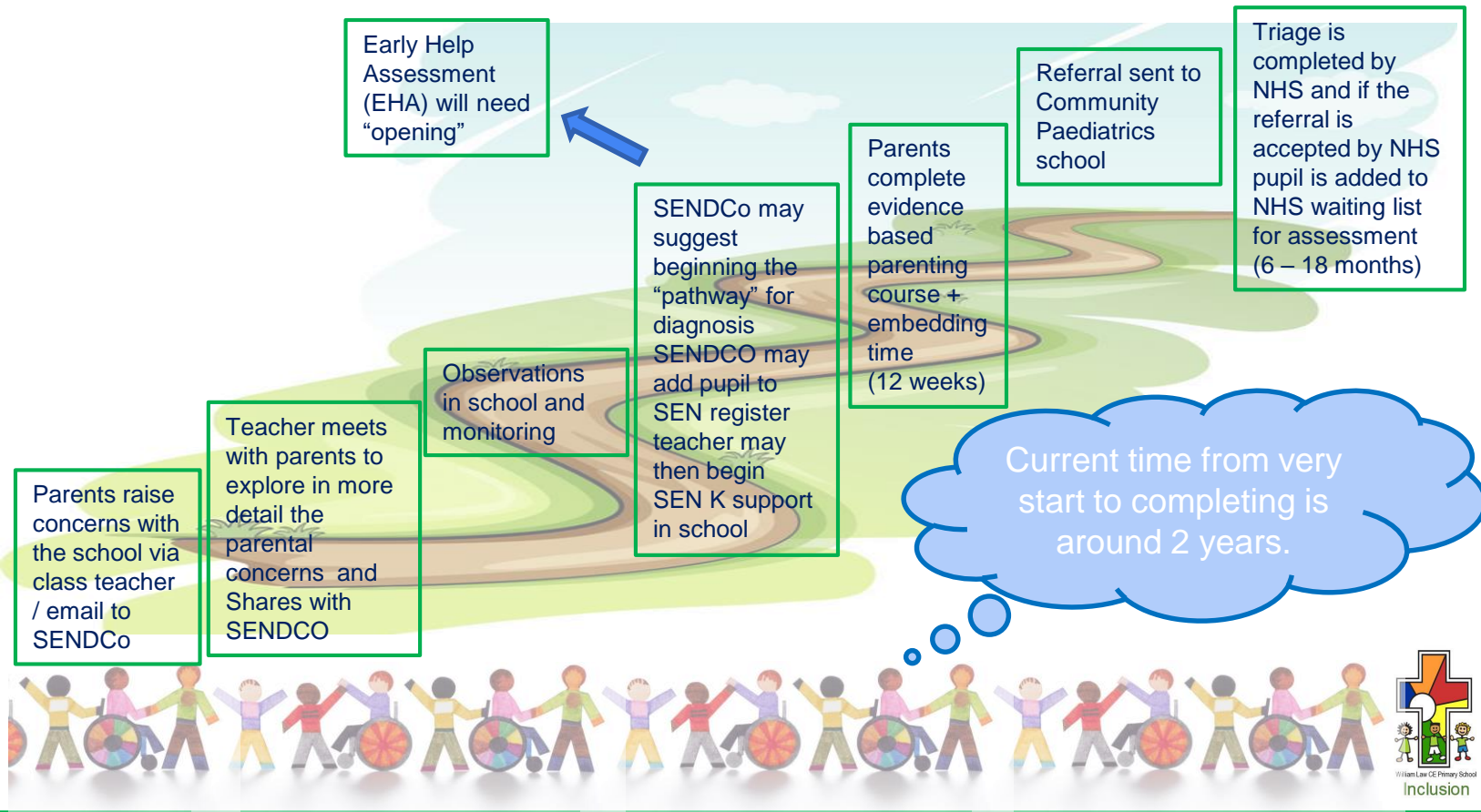
This can be done at the end of the day, by making an appointment through the school office or at parent's evening.

A meeting can then be arranged with the Special Educational Needs and Disabilities Coordinator (SENDCo) to discuss your child's needs and what the school can do to support. This is Mrs Attwood at our school.

If concerns continue then a referral may be made to an outside agency which Mrs Attwood or our Learning Mentor team can talk to you about and support with depending on the agency referral required.



What do I do if I think my child has a neurodevelopmental condition?



Who are the best people to talk to in school about my child's Special Educational Needs or Disabilities?

At William Law CE Primary School we believe that SEND is everybody's responsibility and many of our staff would be able to talk to you about how to support your child. However, if you have more specific questions or concerns then there are some key people who would be best to speak to first.

Miss Lenton: Head of School
Overall responsibility for SEND
at William Law CE
Primary School



Mrs Attwood: Assistant Head /SENDCo
Responsible for overseeing the
daily running of SEND across
the school.



Mrs Jessop: Learning Mentor
Trained to be able to support
the emotional needs of learner
with SEND.





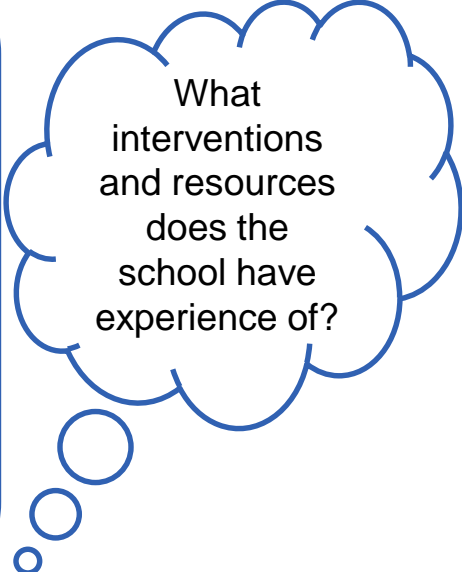
What are the different types of support available for children with SEND at William Law CE Primary?

At William Law CE Primary school we believe in all children receiving quality first teaching through a broad and balanced curriculum which builds on prior learning and allows children the opportunity to explore a wide range of subjects. We recognise that this will look different for some learners and they are supported in various ways.

Some of which are:

- ❖ Additional support within the classroom
- ❖ Accessing small groups or interventions
- ❖ Using additional practical resources
- ❖ Altering language to ensure it is accessible to all
- ❖ Personalised workstations

This additional support is tracked on Provision Map. Where significant additional support is required then an SEND Profile may be drawn up and targets will be set.



What interventions and resources does the school have experience of?



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Some of the interventions we currently use in school:

- ❖ Colourful Semantics
- ❖ Shine interventions
- ❖ Speech and Language
- ❖ Precision Teaching
- ❖ Project X
- ❖ Sensory Integration
- ❖ Zone of Regulation
- ❖ Green Zone of Communication
- ❖ Write From the Start
- ❖ Nussy Reading

Some of the resources children will have access to:

- ❖ Pencil grips
- ❖ Coloured overlays
- ❖ Writing slopes
- ❖ Ergonomic pencils
- ❖ Ergonomic scissors
- ❖ Clicker
- ❖ Individual laptops
- ❖ Ear defenders
- ❖ Sensory toys
- ❖ Chew toys
- ❖ Recordable whiteboards
- ❖ Individualised vocabulary cards





Are there different levels of support? What does this look like for my child? How do they move through these levels of support?

All children at William Law CE Primary School have access to Quality First Teaching within the class which means their teachers take time to identify their strengths, areas for development and any gaps in their prior learning. They may access additional interventions to help plug these gaps and secure understanding.



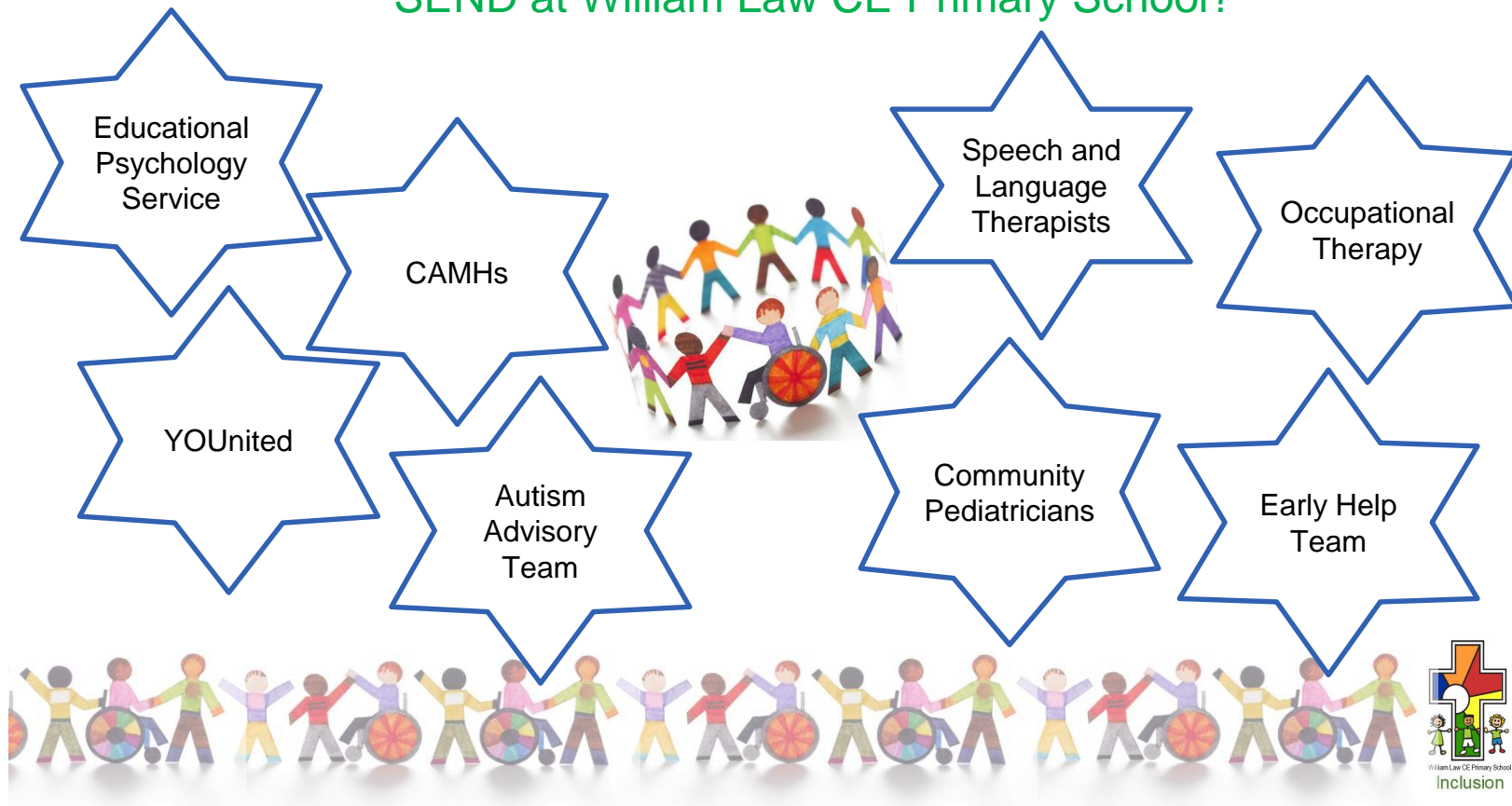
Some children require a little more help more of the time. This may come from additional interventions with the teacher or a teaching assistant, or it may mean that there are specific resources that need to be prepared to support the children further. There may even need to be support from an external professional. The school's budget includes some money to help children with learning needs. These children are added on the school SEND register and are categorised as 'SEN Support'. A plan is then drawn up to identify how best to support your child and some targets to work towards. This is reviewed yearly.



If a child is considered to have very complex needs which requires a significant amount of additional support within school they may be considered for a statutory assessment from the Local Authority. This may proceed in a successful result of an Education, Health and Care Plan (EHCP) being awarded which will support the child through their next phases of education.



Who are the other people providing services to support children with SEND at William Law CE Primary School?



How are the teachers supported to work with children with SEND and what training do they have?

Training

At the beginning of each new academic year, all staff are updated on SEND within our school. This is to ensure everyone is making SEND their business. Throughout the year the SENDCo delivers additional training based on the needs of the children and the teachers' Continual Professional Development. Sometime, training is delivered by one of the outside agencies working with the school.

SENDCo Advice

The SENDCo is always available to support teachers to ensure they understand the needs of the children and feel equipped to support them. This may mean an observation is carried out, some reading material, or recommendations may be given to support the needs of the class. The SENDCo will also work with the children to help them work through any difficulties they may be experiencing.

Outside Agency Advice

Staff are able to seek advice from a range of outside agencies such as the advisory teaching service, the Local Authority, Peterborough Hub schools to talk about specific issues they may be having. This can be done through discussions, observations of the child, direct work and input or resources.





How is teaching adapted for children with learning needs?

Every lesson that is planned and delivered to the class will have been reviewed by the class teacher first. They will ensure that the children in their class are capable of reaching the intended learning for that lesson in a way that is suited to their learning styles and needs. Some of the additional adaptations that we make are:

Tasks broken down into smaller steps

Use of visual timetables and Now/Next boards

Traffic light timers

Increased use of visual prompts or cues

Use recording device to aid recall of ideas

Pre teaching of vocabulary

Greater use of practical resources to model and practice new concepts or to refer back to

Use of laptop, ipad or chromebook to word process when there is a barrier





How are pupils supported to improve their emotional and social development?

We believe in Learning, Living and Loving together to be the best that we can be. Our Christian values and vision form the basis of everything we do at William Law CE Primary school. Understanding that some learners have additional emotional and social needs which need nurturing is a whole school priority and are able to offer a wide range of support in addition our Personal, Social, Health and Relationship Education (PSHRE) curriculum. Some of these strategies are:

- A behaviour policy which is based upon relational approach theory and encourages a restorative approach built on trust, respect and emotional coaching but does also have sanctions for behaviours too
- All staff receive training on Emotional Coaching to be able to respond appropriately in a given situation
- Staff are trained in using social stories, Zones of Regulation and SALT language interventions to assist pupil reflect on thoughts and behaviours
- Worry boxes are in each classroom
- Learning Mentors offer pastoral interventions to support with developing emotional intelligence
- Sensory breaks during the day
- A positive culture to develop understanding and acceptance of neurodiversity, emotional needs, physical disabilities and learning preferences where bullying is not tolerated
- Whole school implantation of the William law Way and William Law Behaviour Powers support our approach to the emotional and social development for all pupils within the school.





How is progress for children with SEND measured?

All children are assessed regularly as part of Quality First Teaching and more formally through termly standardised testing. The school tracks each child's progress termly and the progress of children with SEND is discussed at pupil progress meetings between the class teacher and Team Leader which is then shared with SENDCo.

For children with SEND, progress against personalised targets may be assessed also, e.g. spelling scores; classroom observations. Some pupils with SEND may also take different standardised assessments to their peers.

The school uses the assess, plan, do, review model to ensure support is suitable and tailored to the needs of the child.




Informing Parents

Each term parents of pupils with SEND meet with their child's class teacher virtually, by phone or in person to discuss progress and to review existing targets and create new ones for the following term.

For more complex cases such as those seeking diagnosis or EHCP's the SENDCo is also available for consultation at these meetings if requested by the parents and/or teachers.





How have you made the school accessible to children with SEND and how do you involve them?

As a school we use a variety of resources to support children with SEND which enables them to access both academic and social activities.

All children have the opportunity to take part in trips and activities in school. If additional support or resources are required to enable a child to attend a trip or a visit then a meeting will be held with the class teacher and parents to discuss what reasonable adjustments can be made to support this. Information can be readily accessible and where needed will be adapted so that it meets individual needs.

The school is required to publish an Accessibility Plan in line with the Equality Duty 2010. The school's plan can be accessed from our website.

The SENDCo supports teachers in creating an SEND Support Plan which outlines the strengths of the child and how best to support this. This is also done with the children's input to ensure they have their voice included. This is an opportunity to listen to the child and record their ideas of how they think they can best be supported in school. This document is shared with all adults working with this child.





What support do you have for parents of a child with SEND?

At William Law CE Primary School we want you to feel as involved as possible in your child's education. We hope that through using online platforms such as SeeSaw and Provision Map you have access to the information you need, however we also operate an open-door policy whereby any concerns, queries or questions can be addressed with your child's class teacher as a first point of contact. The school SENDCo and Inclusion Manager are always happy to meet with parents too to discuss any more specific or sensitive areas relating your child.

Where can I go for further information about SEND Services?

Peterborough Local Offer lists all support available for children with SEND in the area.

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>



Peterborough's SEND Information and Advice Support Service (SENDIASS)

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=TYCT5txllwg>



How will you support my child when they are moving to another class or leaving the school?

On Entry

- Reception staff visit each child in their pre-school
- Staff attend any annual reviews or Team Around the Family meetings in the summer term for any pupils starting in Reception in September
- Home visits are attended with the SENDCo where possible
- Children begin school 1 week after the rest of the school to allow a period of settling and for routines across the rest of the school to re-establish

Transition annually

- Visit to new class.
- Information sharing sessions between previous and next teachers etc.
- The class teacher is always willing to meet parents/carers prior to the child moving to their class.
- Transition letter sent out to all children with vocabulary for first topic given prior to summer holidays

Mid-year transition

- The SENDCo endeavours to visit each local special school and hub and accompanies parents to visit special schools where possible.
- Where a child leaves our setting, the SENDCo ensures that up-to-date SEND records of SEND children are sent to the receiving school
- Agree the start date and attend a transition meeting with the next school

Secondary Transition

- SENDCo made aware of placements once allocated
- Meetings take place to discuss the SEND needs.
- SEND records passed to secondary school upon first day on roll.
- Secondary SENDCo of receiving school is invited to statutory meetings if they occur in the summer term.
- Additional transition visits can be arranged if deemed appropriate
- Support groups from the Learning Mentors or SENDCo are identified in the Spring term for those who may require additional support.



How is the effectiveness of the provision made for pupils with SEND evaluated?

Our provision for pupils with SEND is monitored termly by the SENDCo and also by a nominated SEND governor.

In addition, provision for pupils with SEND is an important aspect of monitoring by the Trust Academy Improvement Officer which takes place at least termly. Teachers evaluate the effectiveness of interventions for individual and groups of pupils termly and the SENCO meets with teachers to discuss progress for pupils on a termly basis.

The setting of SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets assists pupils, teachers, teaching assistants, parents and the SENCo in making meaningful evaluations of the provision.

An important aspect of the evaluation is the collection of pupil voice – do pupils feel supported and experience success in their learning?





What do I do if I am not happy with my child's support?

Please talk to us if you have a concern about the support your child is receiving. Speak to your child's class teacher or Mrs Attwood, the SENDCo or Mrs Paterson, the Head of Inclusion.



If after this you are still not happy then Peterborough's SEND Information and Advice Support Service (SENDIASS) are able to support you in ensuring your child's provision matches their need.



If your concerns are unresolved then the complaints policy is on our website which details the procedure you should follow.





What do all the acronyms mean?

SEND = Special Educational
Needs and Disabilities

SENDIASS = SEND Information
& Advice Support Service

EHCP = Education, Health &
Care Plan

ADHD = Attention Deficit
Hyperactivity Disorder

ASD = Autistic Spectrum
Disorder

OT = Occupational Therapy

SALT = Speech and
Language Therapy/ist

GDA = General
Developmental Assessment

EP (Ed Psych) = Educational
Psychologist

AATS = Autism Advisory
Teaching Service

CAMHS = Children &
Adolescence Mental Health
Service

EHA = Early Help
Assessment

