

Special Education Needs Information Report: Wanborough Primary School

Contact details:

Headteacher: Andrew Drury SENCo: Mrs Asha Wride Chair of Governors: Mr Carl Porter Wanborough Primary School, The Beanlands, Wanborough, Swindon, Wiltshire SN4 0EJ	Telephone: 01793 790269 Email: admin@wanborough.swindon.sch.uk Web: www.wanboroughprimary.org Twitter: @WPrimary
Provision: Mainstream Education	Primary ages: 4-11
School Hours: Office opening hours: 08.30 – 15.30 Visits to the school are always welcome, where you will see for yourself a school which values the whole child, and promotes a learning culture to which all stakeholders can embrace.	Reception Class 8:30am-8:45am Classroom doors open for flexible entry. 8:45am -12:00pm (15 min. break in morning) 12:00pm-1:00pm Lunchtime 1:00pm-3:00pm
Key Stage 1: Years 1 & 2 8:30am - 12:00pm (15 min. break in morning) 12:00pm-1:00pm Lunchtime 1:00pm - 3:00pm (10 min. break in the afternoon)	Key Stage 2: Years 3 - 6 8:30am - 12:00pm (15 min. break in morning) 12:00pm-1:00pm Lunchtime 1:00pm - 3:00pm

'We All Grow from Here'

Introduction

Wanborough Primary school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

At Wanborough, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this 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 educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Who are the best people to talk to in Wanborough Primary school about my child's difficulties with learning/ Special Educational Needs and Disabilities (SEND)?

Member of Staff	Responsibilities
<p>Class Teacher</p>	<p>At Wanborough we use a graduated approach.</p> <ul style="list-style-type: none"> • Teaching is based on building on what your child already knows, can do and can understand. Work in the classroom is succeeded through quality first teaching to meet access to learning for all. • Work in the classroom is personalised to meet the needs of all pupils. This can include strategies to support independence with learning and access to learning. • The class teacher informs parents at the earliest opportunity to alert them to concerns regarding rate of progress if a child is performing below their age expected levels. Parents are encouraged to give their active help and participation. The concern will be recorded on a school Concern Sheet. • All pupils are carefully monitored and progress is tracked. Teachers have progress meeting with Senior Staff at the <u>end</u> of each term (3 times a year), this allows for early identification of a pupil that is not meeting expected levels of progress. • The class teacher will keep parents informed and draw upon them for additional information. • The class teacher will support your child through quality first teaching (universal support) and provide strategies to promote inclusion and independence. • If your child fails to make expected progress, your child's teacher will plan group sessions (interventions) for your child with targets to help your child to make age related progress using the school's graduated response. This support is different from or additional to the support provided as part of the school's usual working practices (targeted SEND support). • The teacher or Teaching Assistant (TA) will sometimes run these small group sessions using the teacher's plans, or a recommended programme. • A Support Plan is used to record the strengths, the short-term targets and the strategies used to support the child. There is a Child Friendly page so that the pupil can have ownership of his/her targets and the steps necessary to achieve them. Support Plans are reviewed

	<p>with pupils and teachers half-termly. Parents receive Report Cards at the end of each Term (3 times a year) to highlight targets and progress.</p> <ul style="list-style-type: none"> • The school operates an ‘open door’ policy; this means that parents are able to make an appointment to see the class teacher before or after school at any time throughout the school year.
<p>Special Educational Needs Coordinator (SENCo) Mrs Asha Wride</p>	<p>At Wanborough, the SENCo:</p> <ul style="list-style-type: none"> • is a qualified teacher; • acts as the link with parents; • manages the day-to-day operation of the policy; • co-ordinates the provision for and manages the responses to children's special needs; • oversees the records of all children with special educational needs; • acts as the link with external agencies and other support agencies; • monitors and evaluates the special educational needs provision, and reports to the Governing Body; • manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs; • Supports and advises colleagues and contributes to the professional development of all staff.
<p>Headteacher Mr Andrew Drury head@wanborough.swindon.sch.uk</p>	<p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • He will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that children’s needs are met. • He keeps the Governing Body up to date about any issues in the school relating to SEND.
<p>SEN Governor Mrs Caroline Horwood</p>	<ul style="list-style-type: none"> • Making sure that the school has an up to date SEND policy • The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

What happens if my child does not make expected progress?

<p>Class Teacher, SENCo, Parents / Carers</p>	<p>If the Support Plan process identifies that the pupil is not making the expected rate of progress, the school will use their graduated response to identify need. The school will use the Swindon Core Standards as part of graduated response.</p> <p>Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.</p> <ul style="list-style-type: none">• High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of Quality First Teaching.• When children or young people have significant gaps in terms of their actual progress or access to learning and when this deficit can be ascribed to an identifiable learning need, the child or young person will be placed on the SEND register so that they are able to make greater progress with SEND support, rather than struggling without it. <p>The school operates a graduated response to SEND provision:</p> <ol style="list-style-type: none">1. Quality First Teaching by all teaching staff (Universal provision).2. Interventions in addition to classroom based differentiation. (Targeted Support)3. SEND Support/Interventions that include support and advice from, and interaction with, outside agencies that may lead to and include a Swindon Borough Council Early Help Record, an Education Health and Care Plan and or High needs SEND funding. (Targeted Support and Specialist Support) <p>Support can be sought from outside agencies. In most cases, children will be seen in school by external support services. This may require the implementation of an Early Help Record and Plan. This may lead to additional strategies or strategies that are different from those used</p>
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	<p>in the interventions. External support services will provide information for the child's Early Help Record and Plan. The new strategies in the Early Help Record and Plan will, wherever possible, be implemented within the child's normal classroom setting. The targets and strategies will be reviewed according to your child's needs. All external agencies, teaching staff and parents will be invited by the SENDCo to attend a 'Team around the child' meeting to discuss progress to date.</p>
<p>What external agencies are available to support my child?</p>	
<p>Class Teacher, SENCo, Parents / Carers</p>	<p>All external support agencies have a set of access criteria that a pupil must meet before a referral is made. Parental/carer consent is always sought before a referral is made and will be notified if an appointment has been made to see your child in school.</p> <p>The range of agencies available include:</p> <ul style="list-style-type: none"> • Educational Psychologist, • Advisory Teachers for assistive technology, dyslexia, autistic spectrum condition, visual, hearing and physical difficulties • Speech and Language Therapy • Occupational Therapists and Physiotherapists • Nyland Outreach Team to support behaviour, emotion and social issues.
<p>What adaptations do you make to the curriculum, teaching and the learning environment?</p>	
	<ul style="list-style-type: none"> • Class Teachers are expected to plan lessons and provide access to activities & learning according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Our support staff can adapt the teachers planning to support the needs of your child where necessary. • Planning and teaching will be adapted regularly to meet your child's learning needs. • Strategies to support independent access to work will be implemented to support access to learning, e.g. access to a laptop, learning aids, specific software programmes – as this will further support transition to secondary school

What adaptations do you make to ensure the school environment is accessible for all?	
<ul style="list-style-type: none"> • There is a marked 'disabled' car parking space to the front of the school. • All classrooms are on the ground floor or are accessible via a ramp. • Assessments and consultations with advisory teams can be implemented to ensure there is access for all: Advisory Teachers e.g. Physical Disability, Specific Learning Difficulties (SpLD), Autistic Spectrum Conditions (ASC), ICT and Alternative and Augmentative Communication (ACC), Visual Impairment (VI) , Hearing Support Team (HST) 	
How will the school prepare and support my child when joining the school and transferring to a new school?	
<p>We will engage with the school/s to support the needs of your child.</p> <p>We will use Swindon's Transitions and procedures policies to make the transition as smooth as possible.</p>	
When starting Wanborough:	<ul style="list-style-type: none"> • The Reception Teacher holds an information evening in Term 5 for the parents of children starting Wanborough in September. Following this meeting, parents can request to meet with the Reception Teacher on an individual basis where any concerns can be discussed. • We encourage all new children and their parents / carers to visit the school prior to starting. • For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. • We have good liaison with the main pre-schools and nurseries to ensure that any records are passed on. • The class teacher & SENDCo aim to visit children with identified SEND in their preschool setting prior to starting school.
When moving classes in school:	<ul style="list-style-type: none"> • A transition planning meeting will take place with the new teacher during Term 5/6 regarding 'what works' for your child. • All Early Help Records and Plans/Provision Maps will have targets prepared for your child in Term 6 ready for the New Year in Term 1. The targets will be shared with the new Teacher/TA. <i>Where possible, the new teacher will attend 'Team around the Child Review Meetings' prior to September.</i> • All pupils have a session to meet their new teacher and T.A during Term 6. If required, transition

	<p>sessions for children with SEND can commence in Term 5.</p>
<p>If your child is moving to another school:</p>	<ul style="list-style-type: none"> • We will contact the school SENDCo and ensure he/she knows about any support that needs to be made for your child. • We will make sure that all records are passed on. • We will conduct a TAC meeting with all agencies to ensure an effective transition for the pupil and family.
<p>Transition to Secondary School:</p>	<p>We have very flexible arrangements for transfer that can be adapted to meet individual needs.</p> <ul style="list-style-type: none"> • The SENDCo will arrange meetings to discuss the specific needs of your child with the SENDCo of their secondary school, as appropriate. • We will follow Swindon's transition protocol as set out by the Borough • Additional visits can be arranged for your child, accompanied by your child's T.A, to become familiar with the secondary environment before or after the main induction days. • Support staff from the secondary school may be invited to see your child work at work at Wanborough and have the opportunity to discuss strategies with their current T.As • Your child will have the opportunity to work with a T.A prior to and after attending their induction visit to support their understanding of the changes ahead and discuss any concerns. This may include creating a 'Personal Passport' which sets out their strengths and the strategies that they find useful. • If your child has a Statement of Special Educational Needs the SENCo from the secondary school will be invited to attend the Transition Review.
<p>How do you secure expertise among teachers and other professionals to support children and young people with SEND?</p>	
<p>Performance Management</p>	<ul style="list-style-type: none"> • The Headteacher and senior teachers discuss and set targets for continued professional development of all staff as part of the performance management process. • A log is kept for all staff training.
<p>Training</p>	<ul style="list-style-type: none"> • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.

	<ul style="list-style-type: none"> • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. For example: The ASD Outreach service, Dyslexia Advisory Service and the Physical Impairment Service. • The Headteacher and senior teachers carry out a lesson observation programme for all teachers.
How do you support emotional and social development?	
Values and behaviour	<p>We value every child's individuality.</p> <p>We value the development of the whole child - academically, physically, emotionally, socially and spiritually. All children learn about values through the Personal, Social and Health Education programme in school. School assemblies and class time is devoted to thinking about working towards the set 'value of the month'.</p> <p>Children's effort is praised and celebrated.</p> <p>As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. Each class works together to develop a set of golden rules.</p> <p>The school have a Family Support Worker who can provide holistic emotional support between home-school.</p> <p>The school have a qualified ELSA (Emotional Literacy Support Assistant), who will work 1:1 with children identified as requiring support with their social, mental & emotional health. The class teacher and SENDCo are responsible for identifying the children who will access this provision.</p>
Pupil voice	<p>For pupils identified with an emotional need, opportunities to partake in well-being exercises are implemented with a familiar member of staff. Here, the pupil is able to voice preferences and difficulties that may arise in and out of school. Time is spent with every pupil to reflect on their progress and review their targets.</p> <p>The views of pupils showing a concern are sought following guidance from the Early Help Record. The concerns may be recorded using the children's tools for example the Three House assessment tool where they are supported to draw or verbalise their:</p>

	<ul style="list-style-type: none"> • House of worries • House of Good things • House of dreams <p>Pupils are encouraged to reflect upon their learning and to talk to the teacher or T.A if they are worried about anything. Pupils with an Educational Health Care Plan are asked to contribute their views as part of the Annual Review process and if they feel able to are invited to attend.</p> <p>Pupil voice is also captured in the questionnaire that is given to all pupils.</p>
School Council	The school has a school council with two children elected representation from every class.
Who can I contact for further information?	
School Staff	<ol style="list-style-type: none"> 1. Your child's Class Teacher 2. The SENDCo 3. The Headteacher 4. The SEND Governor
Complaints Procedure	<p>If a pupil, parent or carer is unhappy with any matter regarding SEND they should in the first instance raise their concern with the class teacher. If the problem is not resolved, reference should then be made to the SENDCO before discussion with the Headteacher.</p> <p>If satisfaction is not achieved through discussion with the Headteacher, the complaint is referred to the SEN Governor.</p>
School website	<p>www.wanboroughprimary.org</p> <p>The website has information about all of the school policies including the SEN Policy.</p>
Swindon Borough Council	<p>Swindon Borough Council's Local Offer (This outlines all services to support children) can be found at https://localoffer.swindon.gov.uk/home/</p>
Wanborough Primary's SEN Information Report will be reviewed regularly to reflect any changes.	