



Wootton St Andrew's C of E Primary School

SEND Information Report

January 2024

What kind of Special Educational Needs does the school make provision for?

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

As of January 2024 we have 11 children receiving some form of SEND Support. The school is able to make provision for a wide range of special educational needs including learning difficulties, autism, social, emotional and behavioural difficulties, physical and sensory difficulties, communication and interaction difficulties.

How does the school identify and assess children's Special Educational Needs?

All members of the teaching staff have a part to play in the initial identification of pupils with possible Special Educational Needs. This identification of needs will be based on the class teacher and teaching assistant observations, assessment of the pupil's work and progress through all areas of the curriculum and also information from parents and any outside agencies. The identification of children with SEND is done through completion of a 'Cause for Concern' record which comprises the following:

- Child's strengths and barriers to learning are identified
- Historical and current attainment data and attendance is recorded
- Wave 2 interventions are put into place and progress closely monitored
- Parents and children are consulted
- Class teacher conducts assessments based upon the Neurodiversity checklists. From the checklist, all responses (not at all/ sometimes/often) are collated and recorded in a grid. From this grid, any predominant area/s of need can easily be

identified (Dyslexia, Dyspraxia, Dyscalculia, ADHD, ASD, Speech and Language) from which the 'next steps' can be ascertained.

- If following the above it is decided in conjunction with parents to place a child on the SEND register, the WRIT (Wide Ranging Intelligence Test) is incorporated into assessment practices in order to ascertain underlying verbal and nonverbal cognitive ability.

Parents are consulted by the school where concerns arise and any concerns raised by parents about their child's progress will also be investigated. Parents are kept informed at all times.

'Pupil with special needs and/or disabilities (SEND) receive effective support'

Ofsted November 2019

How will my child's progress be monitored?

There is a whole school approach to monitoring each child's progress and development, bringing together the knowledge, experience and expertise of class teachers, teaching assistants, special educational needs coordinator, senior leaders and the head teacher. The progress of children with SEND is tracked and reported to governors termly.

How does the school know how effective its provision is, for children with Special Educational Needs?

The class teachers, SENDCO and the Head Teacher monitor pupil progress and consider the effectiveness of the provision provided. Pupil progress meetings are used to monitor, record and evaluate additional provision. They also support the monitoring of progress of individuals and groups of pupils and the impact of extra provision. All staff monitor pupil progress on a regular basis. The school uses the children's National Curriculum Levels in reading, writing and maths to monitor pupil's progress and the effectiveness of additional support and interventions. The school also considers other areas such as how attendance, attitude, self-esteem, social skills and confidence are improving as a result of targeted support. All interventions are costed, tracked, monitored and reviewed by the SENCO. This tracking is reported to governors termly. Outside agencies also support the school to know how effectively we are providing for children.

How will I know how my child is doing and how will you help me to support my child's learning? How can parents of children with special educational needs and the children themselves be involved in their education?

The school offers a welcoming environment with an 'open door' policy. There are opportunities and support for parents to help their children learn. There are

regular parent's meetings and special needs review meetings in which parent's and children's views are valued. The school provides termly parents evenings and end of year reports to enable parents to be informed about their child's progress. Outside agencies such as SALT and Educational Psychology also provide written reports and other information for parents.

How will the staff support my child and how will the curriculum be adapted and matched to my child's needs?

We have an inclusive curriculum that is adapted by teachers to allow all children to join in and learn along-side each other. Teaching and learning are carefully matched to challenge and develop independence. Adjustments are made to teaching and learning strategies and styles. Support staff, individual programmes, resources and specialist equipment are made available where necessary.

How are decisions made about the support my child receives and how are the school's resources allocated and matched to children's Special Educational Needs?

Careful decision making and planning takes place by key staff to provide support according to the needs of pupils. Plans are regularly reviewed around the allocation of Teaching Assistants, resources, outside agencies, programmes of support and staff training. Effectiveness of interventions and differentiation within quality first teaching is monitored termly by the SENCO which is reported to the Headteacher. Pupil Voice interviews are also carried out termly ensuring that children with SEND are able to put across their views of the support they receive. The views of parents and children are welcomed. Staff work to provide the resources and key support identified for children with a Statement or Education, Health and Care Plan.

What support is there for children's overall well-being?

The staff at the school are skilled in nurturing the wellbeing of children. This may include support around friendships, developing confidence and self-esteem and keeping safe and healthy. All children are encouraged to live out The Wootton Way of Love, Joy and Trust. The pastoral care team is as follows:

Safeguarding and Behaviour Leader

Mrs R Zaitschenko

Deputy Safeguarding Lead and SENDCO

Mrs A Storer

How will my child be included in extra-curricular activities including school trips?

The school offers a wide range of extra-curricular activities, educational visits and experiences, accessible to all pupils. Extra support is provided and adjustments are made for individual pupils when required.

How accessible is the school environment?

The school has disabled access, toilet facilities and other adaptations to support the physical and communication needs of children and their families. The Accessibility Plan is available to view through the school website.

How do you prepare children for joining your school, changing classes and transferring to another school?

Extra and individual support for transition is available to enable all children to start school, move up to their next class or new school, feeling prepared and happy. This may involve additional meetings with parents, transition books and/or additional visits. In Summer 2023 we facilitated additional transition visits to new schools where children with additional needs have been supported in their new learning environments by the staff members they know.

What specialist services, expertise and resources are available at or accessed by the school?

The school offers close liaison with many other agencies to provide advice to teachers and programmes of support. This includes the following:

- Autistic Spectrum Education Team (ASET)
- Children and Families Support Services
- Educational Psychologist (EP)
- Emotional and Behavioural Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- EWO (Educational Welfare Officer)
- Physical Disabilities Team
- Learning Support Service
- Speech and Language Therapy (SALT)
- Occupational Therapy
- School Nurse Support

What do I do if I have a concern?

If parents are concerned about any aspect of SEND provision at the school they are encouraged to contact the SENCO initially. Additional support and advice for parents can be accessed through SENDIASS; more information is available here: <http://www.northlincslocaloffer.com/special-educational-needs-and-disability-sendiass/>

Arrangements are made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school should in the first instance be directed to the class teacher/ SENCO. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the class teacher/ SENCO he/she has the right to refer the matter to the head teacher.

Who can I contact for further information?

Special Educational Needs Co-ordinator - Mrs Angela Storer
Tel. 01469 588361

The School's **Special Educational Needs Policy** can be found on the school website. **North Lincolnshire's Local Offer** can be accessed from the Local Authority Website <http://www.northlincslocaloffer.com/>

Review Date : January 2025