

SEND Information Report: 2017 - 2018



SEND Information Report

<p>1.What types of SEND are provided for at Wharton C of E Primary School ?</p>	<p>Wharton Primary is a mainstream primary school, in Winsford we provide a nurturing and Christian ethos for up to 400 pupils including those with Special Educational Needs or a disability that requires adjustments for</p> <ul style="list-style-type: none"> • Communication and Interaction • Social , Emotional and Mental health • Cognition and Learning • Sensory/and or Physical Needs
<p>2.Information about Schools Policies for Identification and Assessment of Pupils with SEND</p> <p>Observations Parent Views Teacher assessment/Tests Checklists</p>	<p>The school Teaching Staff (Class Teachers, TA's and SENDCO) work together to identify and assess the child's needs and if they are falling behind .Concerns are raised in school and working in partnership with Parents and Carers we aim for early identification . Class support will be used with different work set or resources to support the children's learning. A profile with Termly Targets will be set up and shared with Parents/Carers. Small group work or Teaching Assistants might be put in place and tasks and observations lead to targeted intervention to overcome barriers to learning. Short term catch up or long term personalised support is provided and if external specialist or funding is require additional expertise and additional monies will be sought from the Local Authority. The local Authority Cheshire West works with both Parents and Schools to offer help and advice .</p> <p>See the SEND Policy for more information on the school website.</p>
<p>3. The Schools Approach to Teaching Pupils with SEND</p>	<p>We believe in an inclusive approach, so that children are encouraged to be resilient and overcome their barriers , they should feel supported at home and in school so that they know who helps them and how . We want them to become self -reliant and active learners and not feel at a disadvantage to others so that they are included in after school clubs, sports day, concerts and assemblies, residentials , educational visits and experiences with visitors . We look to include children with SEND with opportunities to develop responsibility through school council membership and as monitors in class, mentors, buddies or librarians.</p>

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<p>3a Evaluating the effectiveness of the provision made for pupils with SEN</p>	<p>Progress is tracked and the impact evaluated of what is working for our pupils with SEND this completed at least termly and adaptations to provision made in light of these findings. Progress and evaluation is reported to the SEND Governor .An annual report is presented to the Governing Body and this SEND Information Report for Parents posted on the school Web site.</p>
<p>3b Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review</p>	<p>These arrangements include :</p> <ul style="list-style-type: none"> • Graduated approach : Assess ,Plan, Do and Review • Data tracking for pupil progress • Support plan and ECHP reviews; • Observations and follow up to assessment • Parents meetings-informal catch up and formal reporting • SEND Forum – a group of Parents meet to review themes and add Parent Voice to our school offer /provision.
<p>3d How adaptations are made to the curriculum and the learning environment of pupils with SEN</p>	<p>The curriculum /learning environment may be adapted by :</p> <ul style="list-style-type: none"> • groupings that target specific levels of progress; • differentiated resources(visual prompts, visual reminders, reading rulers, dyslexic books with friendly fonts and teaching styles) mind friendly approaches with lively active opportunities for sensory breaks ; • appropriate choices of texts and topics to suit the learner sometimes personalised to ensure best outcomes • Seating positions to help focus and positive behaviour; • access arrangements for tests and or examinations; • additional adult support(1;1wave 3 small groups, wave 2 catch up , simplified language to support understanding) • ICT that engages focus and attention to learning (Active Learn, Nessy) • Talking boost programmes such as ginger bear, narrative therapy, turn taking ,listening games and those with speech and language difficulties the communication targets are linked to a sen support profile or classwork (curriculum language).

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3g Support that is available for improving the social emotional and mental health of pupils with special educational needs.

Pupils and families are well supported by our staff and visitors with specialist training. CHAPS (Cheshire Autism Parent Support) led a parent information session in July 2017.

Assemblies

Each year we have assemblies led by the **NSPCC**- so that Children know their rights to be protected and feel ready to speak up if treated in an unfair way. Anti Bullying assemblies are led by the School Council

- An anti-bullying policy that is supported by a specialist trained member of staff.
- A social emotional and mental health support team that provides programmes such as nurture groups anger management, self esteem building and social skills. Emotion coaching training has been attended by our Learning Mentors linked to Attachment and Trauma.
- Targeted support for individual pupils for bereavement, play therapy, coping with family illness,
- Pupil Forum conduct work leading to Community links with the Schools in our Cluster
- School Council represent pupil voice and lead work on democracy
- Pupil Voice is a feature of assessment for learning and PHSCE is taught each week in classes.
- Staff are trained in Safeguarding so they know when to report concerns about emotional health to our specialist staff in school

PSCHE
Personal, social, citizenship
and emotional health

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<p>4 Name and contact details of SEND Co-ordinator</p> <p>Name and contact details of SEND Governor</p>	<p>Please contact Mrs Williams who will endeavour to speak to you as soon as possible to reply to queries or make an appointment. School Telephone Number 01606 288110</p> <p>Mr Tim Hanson contact: chair@wharton.cheshire.sch.uk</p>
<p>5 Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.</p> <p><u>SLCN</u> speech and language and communication needs <u>ADHD</u> attention and hyperactivity disorder <u>ASD</u> Autism Spectrum disorder <u>SALT</u> Speech and Language Therapist <u>OT</u> Occupational Therapist AMBDA – Dyslexia Support Teacher</p>	<p>Audit of staff expertise in SEN undertaken annually SEND and Specialist roles (Learning Mentor, Nurture Practitioner, Speech and Language support TA and 1:1 for children with significant needs. Appraisals are led by SENDCO and Training is sought in relation to staff CPD needs based on COHORT information. This year we trained a TA IN Emotional Literacy support(an ELSA) supported by the Psychologists.</p> <ul style="list-style-type: none"> The SENDCO has a SENCO National qualification , Psychology Degree , a Post Graduate certificate in Teaching, A diploma in supporting children with Speech and Language Difficulties <p>Whole staff and individual training re Safeguarding: SLCN, ADHD, ASD, Code of Practice, specific learning difficulties; 2 staff engaged in degree programmes;</p> <ul style="list-style-type: none"> 2 Learning Mentors trained in Emotion Coaching, Lego Therapy <p>Specialist expertise engaged from external services Autism Support , Behaviour Support Team Teach , Educational Psychologist support, EAL support CAMHS, OT, Physio, Specialist Teacher of the Hearing Impaired, SALT , AMBDA Teacher and Irlens Teacher if needed for assessment.</p>

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<p>6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p> <p>NURSE/DOCTOR PICTURE</p> <p>See Accessibility plan</p>	<p>Support Services</p> <p>Referrals can be made to Teams and Specialists that will help with Communication and Sensory Needs (Speech Therapists, Educational Psychologist, Autism Service) CAMHs may offer support for Family or individual therapy for mental health. Physical and Medical Needs are discussed with the SENDCO and Class Teacher and Occupational Health or Physio therapists, Teachers of the Hearing impaired may advise school staff on adjustments or additional resources or intervention programs. Cognition and Learning needs are assessed by Teachers and the SENDCO. If dyspraxia , dyslexia or dyscalculia are a concern we may involve support from outside of the school or screen to show the level of need and support required. Resources and Training in these areas are regularly reviewed and the Staff have CPD relevant to the cohort of children they are supporting. We have Community Nurses who update our staff on Epilepsy and Diabetes so the responsibility can be shared and children are well supported.</p>
<p>7 How do we inform and involve parents of the children with SEND</p> <p>What else is on offer to support families in achieving positive outcomes</p>	<ul style="list-style-type: none"> • Startwell can offer children pre school childcare at Breakfast Club and an After school Club. Speak to our reception staff in the office and they will help with this. Lunchtime Clubs are set up for football/sports and bible studies. •Telephone Land and Mobile calls are made so good home school communication is fostered •Texts are sent when children have behaved well or achieved beyond expectation •Postcards from the Head Teacher for special awards •Email on line facility to pay for meals, visits and aid communication •Parent View is available for feedback on how well we are doing • A Parent Council for SEND is in action each term •Parents Evenings are termly and half term updates are to be added this year for regular progress and •Family Support Co-ordinator happy to help with Parents concerns

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8. The arrangements for consulting young people with special educational needs about and involving them in, their education.

Aspiration, dreams and positive outcomes



- Pupil Voice for all children and including children with SEND so they can evaluate what is going well for them or how they feel they could be helped more.
- Targets shared using child friendly language.
- Home school Communication diaries may help also.
- For children with Top up funding or a Statement or an Education Health Care Plan an annual review will include
- Personal Interviews so that their views are recorded using Look at me or Look at me now paperwork
- Parents views in the form of our story that includes significant difficulties and the child's strengths, important background information and how the parents see the child coping or what support they wish the children to access.

Information and Advice and Support Service

Where an impartial opinion is needed the Local authority provide a service to help with queries regarding additional support.

Telephone 0300 123 7001

Email iasservice@cheshirewestandchester.gov.uk

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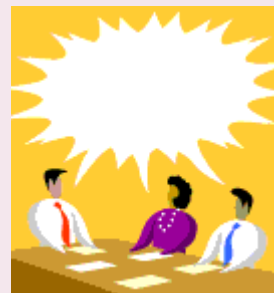
9 What are the arrangements for complaints from parents of pupils with special educational needs concerning the provision made at the school.

See complaints policy on the school website

We take your complaints about our procedures very seriously and always hope to resolve concerns quickly and with sensitivity. The first line of query would be through the Class Teacher who is responsible for arranging SEND support . Then you may wish to discuss this with the Key stage 1 Leader(Mrs Connor) or Key stage 2(Mrs Killalee) . Mrs Williams can be involved at either point of contact. This then would be referred on to the SEND Governor or Head Teacher if needed.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

Governing Bodies duties are to challenge provision by the school and as a board they are regularly informed of all the Pupils progress (including pupils with SEND generally) and they are accountable for the spending, resources and training of the school budget in this area. They can challenge and support local services and organisations where they feel there is an issue.



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<p>11 Transition arrangements between Nursery and School</p> <p>Also between Key Stages Year2 -3 Infants to juniors(as expectations for behavior and curriculum are raised)</p>	<p>Nursery Schools are visited by our KS1 co-ordinator who will gather information and where the Parents, Nursery staff and some external agencies feel it is necessary an action for inclusion meeting may be set up so things are considered in the new building and routines . Transition resources photos, key workers and extra visits can be arranged so anxiety is reduced.</p>
<p>12 The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p> <p>In Year 5 Parents can attend open evenings and talk to staff to check that the new school can answer questions about the provision on offer .</p> <p>In Year 6 enhanced or extended transition for additional visits, help with timetables, transport and orienteering around a larger school environment can be arranged between the Senco's. Some time to access sanctuary or a quiet place(library or similar) at break times or alternatives for lunch are arranged if appropriate.</p>	<ul style="list-style-type: none">• <u>Transfer to high school</u> can involve early preparation so that a pupil and their parents feel ready for changes between Primary school and the chosen Secondary school.• <u>Transition Arrangements</u> may include work in school to assess how the children feel about moving on and preparing them for this.• <u>Information sharing</u> between the two settings may include support given, targeted support and generally meeting the pupils to answer any questions they may have.• <u>Summer School</u> was offered in the local community for some of our children we considered who might benefit. High schools are offering this to some children identified with additional needs.

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<p>13. Information on where the local authority's local offer is published.</p>	<p>**</p> <p>http://www.westcheshirelocaloffer.co.uk</p>
<p>Early intervention is key and positive communication around the child and their needs is essential. Please come and see us early to express any concerns so we can find a solution.</p>	<ul style="list-style-type: none">• Speak to• Class Teacher• Teaching Assistant• SENDCO• KS1 Head Mrs Connor• KS2 Head Mrs Killalee