



Wharton CE Primary School's Special Educational Needs and Disability Information Report (SIR)

"Speak up for those who cannot speak for themselves; ensure justice for those being crushed. Yes, speak up for the poor and helpless, and see that they get justice." Proverbs 31:8-9 (NKJ)

Our Mission: *Our School is an inclusive Christian community, committed to building futures for all children. A safe environment where everyone is valued, we nurture strong relationships underpinned by our Christian values and we champion children to be the best they can be, empowering all to aim high and achieve their potential.*

Train up a Child in the Way they should go, and when they are old, they will not depart from it. Proverbs 22 v 6 sets the foundation for all that we hope to achieve for the children in our care. The Church of England's vision for education is underpinned by the hope that children experience life in all its fullness:

T is for Theology - Christian teaching as a faith school is rooted in the Bible, the teachings, and the life of Jesus supported by the Heartsmart principles and our Christian values.

R is for relationships, those we have with each other in school and our families. The relationship we have with God through faith and our understanding of the trinity. (God the Father, God the Son, and God the Holy Spirit)

A is for aspirations and attitude, a desire for children and adults in school to experience life in all its fullness both academically and emotionally and socially, with an understanding of Gods purpose for us through his teaching in the bible. Attitudes that are positive so that children and adults can be successful in all that they hope to achieve.

I is for inspire! How do we, can we, should we, inspire each other every day to be the best that we can be in all our interactions and endeavours?

N is for next steps on our journey - whatever that may be for children and adults - that the experiences at Wharton CE have prepared them to take any next step with confidence and a secure foundation rooted in proverbs 22 v 6.

Timescales for any referrals to outside agencies will vary according to capacity of each agency

	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
How does Wharton CE Primary School know if my child needs extra help?	<ul style="list-style-type: none"> Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children. Not making expected progress in EYFS Assessments. Speech and Language possible involvement/assessment Internal assessment procedures in place to identify difficulties. Initial concerns are raised by class teacher to parents and SENDCo and a form filled in 	<ul style="list-style-type: none"> Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children. Not making expected progress in EYFS Assessments. Not making expected attainment in Phonics Test (end of Yr. 1) Not making expected progress in any year group based on tracking information. Initial concerns are raised by class teacher to parents and SENDCo and a form filled in 	<ul style="list-style-type: none"> Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children. A child finds it difficult to adhere to Behaviour Policy that is in place. Action for Inclusion meetings held between LA/School SENCo and Pre-School Leaders. Observations by teachers on social/emotional skills Initial concerns are raised by class teacher to parents and 	<ul style="list-style-type: none"> Quality First Teaching Strategies in place and adjustments made to meet the needs of ALL children. Outside agency involvement Close liaison with EYFS/Nursery to ensure needs of child are met Action for Inclusion meetings held between LA/School SENCo and Pre-School Leaders. Initial concerns are raised by class teacher to parents

	which is monitored for two terms.	which is monitored for two terms.	SENDCo and a form filled in which is monitored for two terms.	and SENDCo and a form filled in which is monitored for two terms.
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What should I do if I think my child may have a special educational need or disability?	<ul style="list-style-type: none"> • Discuss concerns with Class Teacher and agree actions • If still concerned discuss concerns with SENCo • Contact Information Advice and Support Service on iasservice@cheshirewestandchester.gov.uk • CWAC Live well website also have advice and support https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948 • Ensure all referrals are in place e.g. Community Paediatrician, Speech and Language, Early Years Specialist Team etc. • Ensure that your views and perspectives are taken into account 			
How will I know how Wharton CE Primary School supports my child?	<ul style="list-style-type: none"> • I will be contacted by the Class Teacher if there are any concerns about my child. • Assessments will be carried out • External agency support may be sought for example Autism Team, Speech and Language. • An Action Plan will be put in place by the school and an IEP with smart targets set to address identified difficulties and I will be asked to sign a form to say I am happy for my child to go on the SEND register. 	<ul style="list-style-type: none"> • I will be contacted by the Class Teacher and be informed that my child is receiving additional support to ensure expected progress is made. • I will be asked to sign a form to say I am happy for my child to go on the SEND register. • I will be kept up to date with the impact of these interventions by the Individual Education Plan (IEP) • I will be informed three times a year about my child's progress (if they are on SEN register) 	<ul style="list-style-type: none"> • I will be contacted by the class teacher if concerns regarding social, emotional, behavioural difficulties are raised. • A personalised Behaviour Plan will be put in place if necessary and shared with me • I may be asked to give my permission for my child to receive ELSA, Nurture, Lego Therapy or Draw & Talking from our specialist ELSA • I will be asked to sign a form to say I am happy for my child to go on the SEND register. 	<ul style="list-style-type: none"> • I will be contacted by the Class Teacher if concerns regarding your child's physical or sensory difficulties are identified. • I will be very clear about what the school are putting in place to support my child's needs. • I will be asked to sign a form to say I am happy for my child to go on the SEND register.
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical
How will the curriculum be matched to my	<ul style="list-style-type: none"> • Flexible teaching arrangements • Structured school and classroom routines 	<ul style="list-style-type: none"> • Differentiated curriculum planning and work • Differentiated home learning 	<ul style="list-style-type: none"> • Whole school/class behaviour policy with graduated approach • Whole school/class reward 	<ul style="list-style-type: none"> • Flexible teaching arrangements e.g. seating, pupil able to physically

child's needs?	<ul style="list-style-type: none"> Differentiated curriculum delivery e.g. simplified language, minimal use of language, visual prompts Differentiated outcomes e.g. cartoon strip instead of written prose Increased visual aids/modelling Visual timetables/Now and Next Use of symbols 	<ul style="list-style-type: none"> Differentiated delivery e.g. simplified language, slower lesson pace. Differentiated outcomes e.g. cartoon strip, use of ICT Increased visual aids Visual timetables Illustrated dictionaries Use of writing frames ICT as alternate means of accessing curriculum and recording written work 	<ul style="list-style-type: none"> systems Whole school/class rules/expectations Rewards frequently and purposefully to allow for success 	<ul style="list-style-type: none"> access lesson and move freely. Teacher aware of implications of sensory and physical impairment e.g. not covering mouth up to hearing impaired child, light implications for visually impaired Availability of resources e.g. writing slopes, matt laminates, pencil grips
How will I know how my child is doing?	<ul style="list-style-type: none"> Parents will receive information once a term to outline the targets set for each child receiving SEN Support and identifying the 'additional' interventions that are being put in place. Parents will know if their child is 'on track' to make expected progress 			
How will you help me to support my child's learning?	<ul style="list-style-type: none"> Annual/Interim Reviews will be held for those children with an EHCP and Top-Up funding At termly Parents' Meetings, teachers will share targets and suggest ways in which we can collaboratively work together to meet the needs of your child. Class emails to address any concerns when they happen Home/school communication book set up if required. 			
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What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> The SENDCO and Family Coordinator ensure that the emotional, social needs of any child/family in the school are being met. The school offers a morning breakfast club which all children can access to encourage engagement in school, good attendance and punctuality and works on building social, emotional skills and support. This must be booked in advance using our online booking form. In some cases, personalised reward systems/ incentives will be put in place to ensure that 'individualised' rewards are in place. ELSA Therapy is offered to children to help support vulnerable children. 			
What specialist services and expertise are available at or accessed by the	<ul style="list-style-type: none"> Specialist Speech and Language Therapist works with our Teaching Assistants to support interventions to all children requiring additional support 	<ul style="list-style-type: none"> Dyslexia screener Dyscalculia screener Assessment tools for reading, spelling and maths. DASH writing speed tool 	<ul style="list-style-type: none"> ELSA Family Coordinator Referrals to Community Paediatrics for ADHD Educational Psychologist 	<ul style="list-style-type: none"> The School works closely with our school nurse Lindsey Camfield, to support with referrals and advice OT and Physio support

school?	<ul style="list-style-type: none"> WellComm screener completed in Autumn term for children in Reception if needed The specialist advice of a Speech and Language Therapist who works with children receiving an EHCP. The expert knowledge and advice of the CWAC Autism Team Referrals to Community Paediatrics for ASD 	<ul style="list-style-type: none"> 	<p>group consultations which allows an opportunity for the SENDCo to discuss a child (with parental consent) at certain points during the year. If not discussing will be able to take strategies and advice heard around children with similar needs.</p>	
What training have the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> Autism staff training 	<ul style="list-style-type: none"> Little Wandle Phonics whole school training TA training sessions lead by SENCo linked to specific learning interventions 	<ul style="list-style-type: none"> De-escalation Team Teach training ELSA training for 2 members of staff 	<ul style="list-style-type: none"> Positive handling training First Aid training for key Staff
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How will my child be included in activities outside the classroom, including school trips?	<ul style="list-style-type: none"> The school effectively uses our resources of TAs to help support and enable children to access school trips, visits and residential. We believe these are a valuable and essential part of the curriculum and ALL children will be fully included. In exceptional circumstances, possibly in medical cases, a parent may be asked to attend a residential or visit to ensure a child is able to access safely the residential or visit. 			
How accessible is the school environment?	<ul style="list-style-type: none"> Key word lists are present in all classrooms Sound system operates in classrooms and school hall 	<ul style="list-style-type: none"> Coloured screens on white boards Visual reminders Word banks Now and next boards 	<ul style="list-style-type: none"> Behaviour Policy clearly displayed Class rules/ expectations are displayed Visual reward charts in place House points available for all 	<ul style="list-style-type: none"> Doorways wide enough Access for wheelchairs to all parts of the school

<p>How will the school prepare and support my child when joining Wharton CE Primary School or transferring to a new school or post-16 provision?</p>	<ul style="list-style-type: none"> • If appropriate, an 'Action for Inclusion' meeting is held to ensure a smooth transition takes place. • Annual reviews held yearly for children with EHCP's & Top-up funding and any professionals involved are asked to join as well as SENDCO's of schools children are transitioning to. • The SENDCO liaises closely with the establishment the child is transferring to or from. • Enhanced transition in place if required • Notes/information is shared between institutions/services/outside agencies to ensure the highest standard of provision is in place. • SENDCO works very closely with external professionals e.g. OT's to ensure environment is fully prepared for child's transition. • SENDCO ensures adequate training is transferred or information passed on to ensure children are fully supported. • Additional transition time / visits are accommodated
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<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • In class support to aid delivery of targets • Speech and Lang support/interventions - group/1:1 • Social skills groups • Additional planning for transition • Access arrangements for ALL assessments. • Visual timetable • Now and Next Boards • Social stories 	<ul style="list-style-type: none"> • In class, TA English and Maths support • Catch up Programmes • Intervention groups - to ensure expected progress is made • Differentiated resources - word banks, spelling lists etc.. • 1:1 Literacy programmes: Little Wandle additional support, Phonics Interventions, Trugs, Beat Dyslexia, Nessy • 1:1 Numeracy Interventions include Catch-up maths. 123 maths ICT programme • Access arrangements for ALL assessments. • Additional planning for transition 	<ul style="list-style-type: none"> • Social skills groups • 1:1 Social stories • Monitoring at break/lunch times when needed • Access arrangements in place for assessments • 1:1 Behaviour Programme - Anger management techniques etc.. • Individual IBP • Peer mentoring • Additional planning for transition • Behaviour Support Team if necessary • Team TEACHH if required and if parental permission. • RAMPS 	<ul style="list-style-type: none"> • Cool Kids intervention (Physical co-ordination activities are done in small groups) • Handwriting/Fine motor programmes - write from the start and Nessy Fingers • Visual/Auditory Perception/ Memory group activities • 1:1 support in class to facilitate access to curriculum • Access arrangements • Teacher uses sound system • TA to monitor safety and give discreet support to enable child to be as independent as possible.

		<ul style="list-style-type: none"> Coloured visual aids/interactive boards linked to laptops/background suited to cohort 		<ul style="list-style-type: none"> Specialist seating/chairs, ICT when required Additional planning for transition.
How the decision is made about how much/what support my child will receive?	<ul style="list-style-type: none"> The primary aim is to for child to access the curriculum as independently as possible and to develop key self- help strategies for learning/socialising. If a child is not making the expected progress the situation is reviewed and additional support considered. If a child is finding it difficult to behave appropriately then after observations/ABCD charts/strategies, then additional support is considered by all involved - parents/pupils/staff. 			
How will I be involved in discussions about and planning for my child's education?	<ul style="list-style-type: none"> If your child is not making expected progress then the class teacher will discuss concerns with parents. Additional (appropriate) interventions will be put in place to support your child These interventions will be reviewed and assessed with parents (Are they making a difference?) We may undertake additional assessment tests to identify any specific difficulties and targets will be set which will then be on a cycle of Assess/Plan/Do/Review. We may seek the advice and expertise of outside agency help. This will be discussed with parents. We may implement advice/strategies from external professionals. These actions will be reviewed and discussed with parents. If there is still significant concern regarding the progress/attainment/behaviour of your child then additional support may be requested 			
Who can I contact for further information?	<ul style="list-style-type: none"> CLASS TEACHER INITIALLY SENCO & Deputy- Mrs Biz Killalee sendco@wharton.cheshire.sch.uk PARENT/CARER FORUM Email: contact.pfcwac@gmail.com Website: https://www.pfccheshirewest.org/ CWAC SEN TEAM Email: senteam@cheshirewestandchester.gov.uk <p>View https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948 for access to all services/parent support groups/etc.</p>			