

Wrotham Road Primary School

Special Educational Needs Information Report Oct 2020



This report should be read in conjunction with the Special Educational Need and Disability Policy.

At Wrotham Road, we want to give every child a positive experience at school so that they remember their school years with great pride and pleasure.

We value all children equally and we work hard to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Every child is encouraged to attain his or her best – intellectually, emotionally, physically and socially. We have a responsibility to enable all children to have equal access to the whole curriculum, and to play as full a part as possible in all aspects of school life. All children are entitled to experience success.

What is the Local Offer?

The Children and Families Bill came into force in September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about all services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25. This is called the 'Local Offer'.

The intention of the Local Offer is to provide choice and transparency for families. It is also an important resource for parents/carers in understanding the range of services and provision available for them in the local area. You can access the Kent Local Offer by clicking [here](#).

The school SEN Information Report

This report outlines how the needs of SEN pupils are met, as determined by school policy, and the range of provision we offer.

What is the definition of SEN?

The SEND Code of Practice: for 0 to 25 years (DfE, 2014) defines SEN as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

My child has Special Educational Needs. What can Wrotham Road Primary School offer me?

At Wrotham Road Primary School, we embrace the fact that every child is an individual and therefore the educational needs of every child are different. This difficulty may relate to one or more of the 4 areas below:

- Communication and interaction
- Cognition and learning
- Social, emotional & mental health difficulties
- Sensory or physical conditions

More specifically: Speech and language delay, social communication difficulties, anxiety/low self-esteem, autism spectrum disorder (ASD), foetal alcohol spectrum disorder (FASD), attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), general learning difficulties (GLD), Conduct Disorder, Oppositional Defiant Disorder (ODD), sensory processing difficulties, dyslexia and dyspraxia.

The following pages will provide detailed answers to the questions below to give you further information about the Local Offer from Wrotham Road Primary School and how we can support your child.

1. ***Who are the best people to speak to about my child's Special Educational Needs?***
2. ***What types of SEN support are available for my child at Wrotham Road Primary School?***
3. ***What should I do if I am concerned about my child's progress at school?***
4. ***How will the school let me know if they have any concerns about my child's learning or progress at school?***
5. ***How is extra support allocated to children with SEN?***
6. ***Who provides support for children with SEN in school?***
7. ***How are the teachers in school supported in helping children with SEN, and what training do they have?***
8. ***How will class teaching be adapted for my child with SEN?***
9. ***How will the school measure the progress of my child in school?***
10. ***What support is available for me as a parent of a child with special needs?***
11. ***How is Wrotham Road Primary School accessible to SEND children***
12. ***How will my child's special needs be supported when joining or leaving the school, and when moving from one year group to another?***
13. ***How will my child's social and emotional development be supported?***

1) Who are the best people to speak to about my child's special Educational Need?

The class teacher is responsible for:

- Tracking the progress your child is making through identifying, planning and delivering any extra help they may need. This could be support from a teaching assistant or additional group/individual support from the teacher in class.
- Sharing pupil progress targets, provision maps and pupil plans with parents.
- Delivering personalised quality first teaching to your child.
- Embedding the school's Special Educational Needs and Disability Policy in their daily teaching.

It is likely that the class teacher will have discussed any concerns with the school's SENCo (Special needs Co-ordinator) who co-ordinates all aspects of the school's work relating to special educational needs and/or disabilities.

The SENCo, Mrs Nicky Catlow, is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support throughout the school for children with special educational needs and/or disabilities, including budgeting for this provision.
- Ensuring that you are informed about, and involved in, supporting your child's learning and progress.
- Liaising with all the other people who may come into school to help your child, e.g. Speech Therapists, Educational Psychologist, Specialist Teachers.
- Updating the school's SEN Register (a record of all the children in school with special educational needs) and making sure accurate records are kept.
- Providing support and guidance for teachers and support staff in the school so they can help every child in school reach their full potential

Mrs Catlow can be contacted via phone or email: 01474 534540 office@wrothamroad.kent.sch.uk

The Head Teacher, Mrs Sarah Jack, is responsible for:

- The day-to day management of all aspects of the school; this includes the support for children with special educational needs or disabilities.
- The Head Teacher must ensure that the school's Governing Body is kept informed and up to date about issues relating to SEND, how budgets are allocated and the types of support that are being offered.

The SEN Governor, Mr John Webster is responsible for:

- Ensuring the necessary support is provided for any child with special educational needs who attends our school.

The school telephone number is 01474 534540, should you wish to contact a staff member or a governor.

2) What types of SEND support are available for my child at Wrotham Road Primary School?

Class Teacher Support, through high quality provision for your child means:

- The teacher is aware of every child's specific and individual needs.
- The teacher has the highest possible expectations for all pupils in the class.
- All teaching is built on what your child already knows, can do and can understand.
- Different teaching styles and strategies are in place so that your child is fully involved and engaged in learning in class.
- Specific teaching or learning approaches are in place to support your child (these may have been suggested by the So).
- The class teacher has carefully checked and monitored your child's progress and has decided that your child has a gap/gaps in their learning or understanding.

Same day intervention has the biggest impact and may only be required on a single occasion or for a short while. If your child requires a longer period of intervention then our team of experienced staff will carry out interventions, either one to one or in a small group. These interventions should ideally last for one term, but if further support is needed they may be extended. We follow the 'plan, do review' model where the impact of interventions is tracked and amended as necessary. This ensures that the interventions are targeted, purposeful and have a positive impact on pupils learning so that the school can consider other strategies as necessary.

Specific Group Intervention:

Most pupils are able to make good progress through high quality teaching in class. However, for those requiring additional help with their learning this support may be carried out in the classroom as part of the timetabled day, or in an additional classroom/teaching area in the school. It may be delivered by the class teacher, an additional teacher or by a teaching assistant. Some examples of this type of support in our school are 1:1 or small group tuition in phonics, speech intervention, Lego therapy, small group support in Maths and Writing or nurture group support.

Specialist support provided in school by outside agencies, e.g. Speech and Language therapy:

This means a pupil has been identified by the SENCo./Class teacher as needing some specialist support in school from an external professional.

You will be asked to give your permission for the school to refer your child to a specialist professional if it is felt that professional support is needed. This will help school and home to better understand your child's needs and will allow the professional to recommend strategies or resources to support your child. For example, a speech therapist will assess a child's speech and may draw up a programme of support, which focuses on specific sounds. Teachers/TAs will then deliver this programme in school as instructed and the therapist will review this accordingly.

Some of the professionals who work regularly with children in our school are:

- Speech and Language Therapists (SALT)
- Local Inclusion Forum Team specialist teachers
- Educational Psychology Service
- Occupational Therapy and Physiotherapy
- Child & Adolescent Mental Health Service (CAMHS)

We have free membership of the Local Inclusion Forum Team for access to specialist teaching and learning service.

Education, Health and Care Plan (EHCP) – formerly known as a Statement of SEN:

The majority of children with SEN will have their needs met through quality first teaching, intervention support or involvement from specialist professionals. There are some cases where the level of support the child needs cannot reasonably be provided from the resources normally available to a mainstream school. In such cases, the Local Authority may carry out an assessment of education, health and care needs, and prepare an EHCP. The **Educational and Health Care Plan** is based on a multi-agency, holistic planning approach, which has the child and family at the heart of all decision making.

The EHCP process:

- An EHCP needs assessment by the Local Authority, can be requested by the school or by you.
- A panel of professionals from the Local Authority SEN team will decide whether your child's needs seem complex enough to require a statutory assessment. They will consider the views, wishes and feelings of you and your child, as well as evidence of progress in school and the impact of any support already in place.
- The LA decides to conduct an assessment; it must ensure that you are fully included from the start. They will ask you, the school, and any other professionals involved with your child to complete a report outlining your child's needs.
- Once all reports have been submitted, the panel will decide whether an EHCP is required, or whether support may continue at the current level in school.

The plan will outline the number of hours of 1:1/small group support your child will receive; this additional support might be needed in class or out of class.

The entire process, from the point of the assessment request to the final plan being issued must take no more than 20 weeks, although there are some exceptional circumstances.

3) What should I do if I am concerned about my child's progress at school?

If you are concerned about how your child is getting on at school, your first point of contact is the class teacher. If you continue to be concerned that your child is not making progress, or has needs that are not being supported, you should then speak to the SENCo.

4) How will the school let me know if they have any concerns about my child's learning or progress at school?

At Wrotham Road Primary School, we monitor and track the progress of all pupils and assess them at various intervals throughout the school year. If your child is not making the expected progress, or if we are concerned about your child's learning or behaviour, we will arrange a meeting to discuss how we can support. This might be with the class teacher, the SENCo, or both.

At this meeting, we will listen to any concerns you have and share our concerns with you. We will plan any additional support your child may need, and we will discuss with you any referrals we would like to make to outside professionals who will be able to support your child.

5) How is extra support allocated to children with SEN?

The school budget includes some money to be used specifically for supporting children on the SEN register.

The Head Teacher decides how this resource will be used based on the needs in the school. The Head Teacher and the SENCo will discuss SEND needs in the school, including the children receiving support already, the children who need extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what support and resources are needed.

SEN support is recorded on a school Provision Map. This identifies all support given within school from Foundation Stage to Year 6.

6) Who provides support for children with SEN in school?

School Provision

- Class teachers working with individuals/small groups during lessons.
- SENCo working with teachers on an advisory basis for specific learning needs.
- Teaching assistants supporting individuals and groups out of class usually on specific programmes.
- Teaching assistants supporting children with emotional and social needs on a 1:1 or small group basis.
- Teaching assistants delivering small group or 1:1 Read Write Inc. phonics support.
- External professional services to support children with specific needs. This includes speech therapists.

Local Authority Provision

- Educational Psychology Service
- Parent Partnership Service
- Speech & Language Therapy
- Visual/Hearing Impairment Advisory Teachers

Health Provision

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS

7) How are the teachers in school supported in helping children with SEN, and what training do they have?

All teachers in our school are qualified teachers.

The SENCo ensures that the class teacher has the support they need to plan for children with SEND in their class.

The school provides continual professional development opportunities for training and support for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues (delivered by SENCo or visiting professionals) such as Autism Spectrum Disorder and speech and language difficulties. The SENCo is able to offer or organise staff training in an area of SEND to enable the staff to extend their knowledge and have access to the latest information. Training providers we can approach are: Ifield School, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists and dyslexia specialists.

There is an extensive library of practical resources for class teachers to use in their classes, as well as guides, online resources and information books for all areas of SEND in schools. Identified training courses will be identified for teachers and teaching assistants as needs arise.

The SENCo attends training courses and conferences to maintain a current working knowledge of SEND and this information is disseminated to the rest of the team at Wrotham Road Primary School.

8) How will class teaching be adapted for my child with SEND?

- Class teachers plan their lessons and activities according to the specific needs and abilities of the children in their class. They will ensure your child's individual needs are met, and every child can achieve their best.
- Lessons are structured to allow plenty of opportunities for support from the teacher, and for independent learning. Most lessons are differentiated for at least three different levels of ability. Where needed, work is differentiated for individual children to support or challenge them.
- Teaching Assistants work under the direction of the class teacher and can adapt planning and resources to support your child's needs where necessary. Each class currently has a teaching assistant for support.
- Specific resources and teaching and learning strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, daily if required, to meet your child's learning needs.
- The school has a team of teaching assistants who have received additional training to support a wide variety of needs. These assistants work under the direction of the class teacher and SENCo for specific intervention programmes.

9) How will the school measure the progress of my child in school?

Class teachers continually monitor every child's progress. This progress will be formally reviewed with the Head Teacher and SENCo three times a year in Reading, Writing and Maths.

Provision will be implemented for those children whose progress is a concern and the class teacher and the SENCo will monitor these. At the end of each Key Stage, all children are required to undertake national formal assessments (SATs). This is a government requirement and these results are published nationally.

Children with SEND will have specific targets linked to their areas of need and their work and progress will be continually monitored. The progress of children with an EHCP (or Statement of SEN) will be formally reviewed at their Annual Review with all adults involved in the child's education.

The SENCo has a programme of monitoring across the school and this will be carried out with the Senior Leadership Team to ensure that the needs of all children are met and the quality of teaching and learning is high. The monitoring plan includes pupil progress meetings, book and planning scrutinies, data analysis, learning walks, lesson observations, target reviews and opportunities to speak to the children about their targets and the support they receive.

10) What support is available for me as a parent of a child with special needs?

Your class teacher will be regularly available to discuss your child's progress or any other concerns you have. As well as contact with us at school, there is other support available for you:

- Information Advice and Support Kent (IASK) provides impartial advice, support and information for parents and carers with children/young people who have special needs. They have a confidential helpline, and can support with home visits, attending meetings, guiding you through SEN processes and filling in paperwork. The telephone number 03000 413000
- There are groups that support parents of children with a range of different needs, for example: Family Support Outreach Workers can visit and support you at home. There are also social groups e.g. baby and toddler sessions, and classes to help with parenting, managing behaviour etc.

11) How is Wrotham Road Primary School accessible to SEND children?

The school follows all guidelines and legal requirements set out in the DDA (Disability Discrimination Act), 1995.

As part of the Equality Act 2010, a disability is defined as follows:

'A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day to day activities.'

In our school, the building is adapted when necessary to meet the specific needs of our pupils and staff. We have additional facilities in place in some parts of the school to support pupils with specific needs.

12) How will my child's special needs be supported when joining/leaving the school and when moving from one year group to another?

We understand that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. We have a range of transition programmes, depending on the age of the child and their specific needs.

If your child is joining us from another school:

The SENCo will liaise with the previous school to ensure that all information is shared and any impactful provision can be replicated where possible. If appropriate, your child will be invited to visit our school for a taster session. Children coming from nurseries attend story sessions and a transition meeting will be arranged in school.

If your child is moving to another school:

We will contact the school SENCo and ensure he/she knows about any special arrangements or support that your child requires. Where possible, a planning meeting will take place with the SENCo from the new school. We will ensure all records are passed on as soon as possible.

When moving year groups in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. SEND paperwork and reports from outside agencies will be shared. Transition plans are created for the children who require additional support with change.

At the end of Year 6:

The SENCo will discuss the specific needs of your child with the receiving school's SENCo. In some cases, a transition meeting (to which you will be invited) will take place with the SENCo from the new school. Your child will participate in a detailed transition programme relating to various aspects of transition to support their understanding of the changes ahead. This is a thorough plan which is tailored to the individual needs of the child and will typically include several visits and meetings with key members of the school.

13) How will my child's social and emotional development be supported?

At Wrotham Road Primary School, we understand that an important feature of our school is how we strive to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly through daily conversation.

There are regular opportunities for circle time and class assemblies and children are encouraged to take on special roles in school to support their peers, e.g. school council representatives. We maintain strong links with the community to help children understand respect and citizenship through encouraging them to take care of their environment.

Pupils needing support with their emotional and social development due to their special educational needs will receive targeted support to enable them to develop and mature appropriately. We have a pastoral team, who can offer timetabled support and 'time out' support on an as-and-when basis. For those needing help managing feelings and with social skills, we also have a structured lunchtime nurture group that is run by our Pastoral Team.

Who can I contact if I have a complaint about the SEN provision made for my child?

Initially we would ask you to speak with your child's teacher or the SENCo. If there are still concerns, please contact your child's Phase Leader; **Mrs Bhathal** in Foundation Stage (Nursery and Reception years); **Miss Butt** in Year 1 and 2, **Mrs Evans** for Year 3 and 4 and **Mr Smith** for Year 5 and 6.

Should a further step be required, please contact **Mr Bennett** (Deputy Headteacher) or **Mrs Jack** (Headteacher) in order to resolve the issue before making the complaint formal to the chair of the governing body. The school's complaints policy can be found on the school website.

We hope you have found this document informative and that you feel welcome to approach the school to discuss any additional needs your child has so that we can provide them with the most impactful support to reach the best possible outcomes.