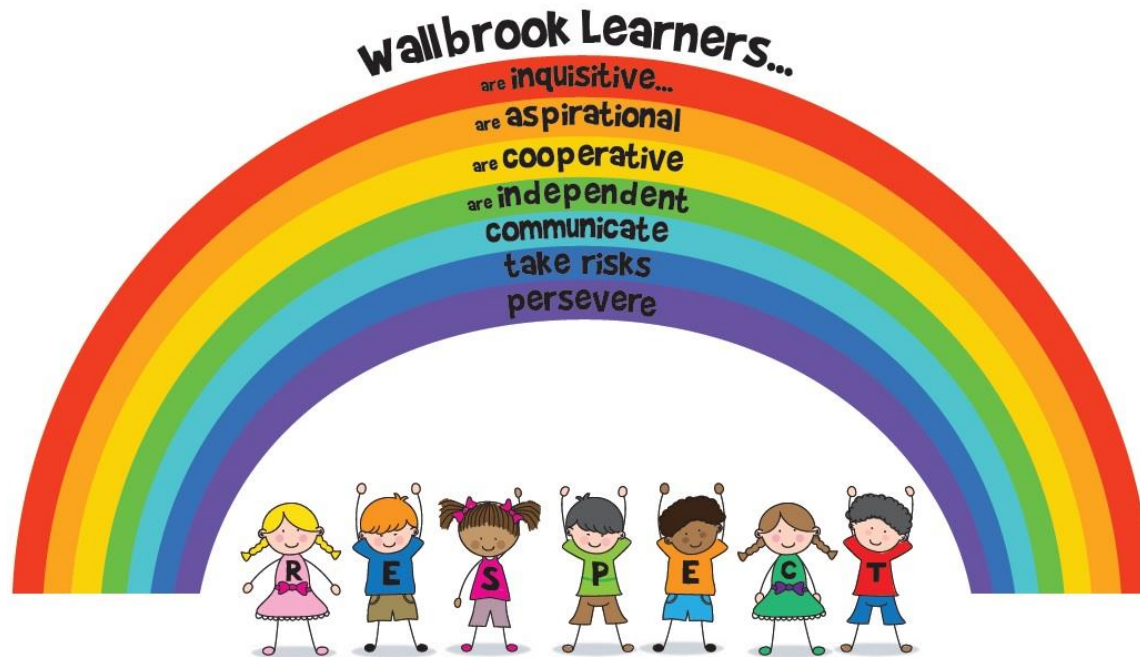


# Wallbrook Primary School

## Special Educational Needs Information Report September 2020



Under the Children and Families Act (CFA) 2014 Section 69 schools have to publish an SEND information report. The purpose of which is to provide information to our current and prospective parents, the Local Authority and Government agencies. This report will be updated at least annually. The required information is set out in the SEN Code of Practice 0 - 25 Years, September 2014.

	Information Headings from CFA 2014.	What you can expect from Wallbrook Primary School
1	<p><b>The kinds of special educational needs for which provision is made at the school</b></p>	<p>Wallbrook is an inclusive mainstream primary school catering for children from the age of 3 to 11. It welcomes children with and without SEN equally. It supports children with a range of Special Educational Needs and disabilities (SEND) including: Cognition and Learning, Communication and Interaction, Physical and/or Sensory Needs and Social, Emotional and Mental Health as well as children with very specific needs such as ADHD, autism, etc.</p> <p>There are no specialist units within school.</p> <p>The school uses its best endeavors to meet the needs of all children with Special Educational Needs and/ or a disability in consultation with parents, the Local Authority, as well as specialist agencies form health, education and social care.</p> <p>However, Wallbrook acknowledges that a mainstream primary school, with large classes may not always be the most appropriate setting for some children with particular severe and complex needs. For these children the school will work with the Local Authority, parents and the child (where appropriate) to access a full or part time placement within a specialist unit or school, which is better equipped to meet their particular needs.</p>
2	<p><b>Information about the school's policies for the identification and assessment of pupils with special educational needs</b></p>	<p>Children with a Special Educational Need/ and or disability (SEND) are identified and referred to the SENCO as early as possible. This is usually by the child's teacher but may also be through agencies working with the child and parents, for example, the Health Visitors, the Specialist Early Years Team or Speech and Language Therapy Service. The nursery and reception induction meetings and home visits give parents further opportunities to share information or mention any concerns they have. In some instances this leads to a personalized induction programme.</p> <p>For children new to the school, starting mid-year or in Year 1-6, information about a child's SEND is passed on by the previous school or setting, the parents, the child or any of the agencies working with the child and their parents. For children in the Care of the Local Authority, the expectation is that this information will be provided through the Personal Education Plan (PEP) prior to the child starting or at least within the first week of their arrival.</p>

		<p>In some instances, a child’s Special Educational Need or disability may not be obviously apparent until they are a little older. However, as soon as a need is identified this information is shared immediately between the class teacher, parent and SENCO. Parents should raise their concerns with their child’s class teacher in the first instance.</p> <p>Teachers keep parents and the SENCO informed at all times about any concerns they have about a child and any additional support that they provide.</p> <p>The SENCO, the teacher (s) and parents consider what additional information or assessments need to be undertaken to inform the planned support. Most of this information will come from school based assessments and discussions undertaken in school and with parents. On some occasions further assessments may be requested from Speech and Language Therapist, Occupational Health Therapist, Health Visitor, Educational Psychologist or Learning Support Service – this will only happen with written permission from parents.</p>
<p><b>3</b></p>	<p><b>Information about school’s policies for making provision for pupils with SEND whether or not pupils have EHC Plans including</b></p> <p><b>a) How the school evaluates its effectiveness of its provision for such pupils</b></p>	<p>a) The effectiveness of SEN provision is monitored directly through:</p> <ol style="list-style-type: none"> <li>1. The SEND Register</li> </ol> <p>The SENCO maintains a list of children with SEND and this is reviewed half termly. Currently this is shown as SENS (Special Educational Needs Support) or S (statement) or E (EHCP). (Re: SENS 2 – External Agencies involvement). This list also identifies where children’s needs have been met and they require less or no further SEN support. (SENS 1 – Cause for Concern). It also shows where the needs of a child have increased and a greater level of support is required.</p> <ol style="list-style-type: none"> <li>2. Termly assessments*</li> <li>3. The School’s SEN Provision Map – reviewed and updated termly</li> </ol> <p>All of the above form part of the review but 2 and 3 are directly reported to and analysed by the Senior Leadership Team (SLT) as part of the School improvement review and is reported to governors. The SENCO meets with the Governor responsible for SEND every half term to discuss this review and to have a full and frank discussion about what is going well as well as any challenges arising.</p>

		<p>*The termly progress monitoring for all pupils (including those with SEN and disabilities) provides an overview of progress towards national benchmarks (SATs levels). This has enabled data to be broken down into a number of discreet groups.</p>
	<p><b>b) The school's arrangements for assessing and reviewing the progress of pupils with SEND</b></p>	<p>All children are given annual individual targets to meet. Where children are not meeting targets, the SENCO may be asked to consider whether this is as a result of a special educational need as part of the analysis and consider what additional or different support might be appropriate.</p> <p>Personalised targets are recorded into the children's English and maths books as part of the marking and assessment policies. This is monitored by the SLT.</p> <p>Interventions, including speech and language programmes, maths, phonics, writing and reading groups are tracked and reviewed on a half termly basis to ensure it is having an impact on all learning.</p> <p>Some children have additional assessments and targets set by outside agencies including Speech and Language, Learning Support and Occupational Therapy. The programme of work is delivered by teaching assistants in school and records are completed to document progress made and any additional concerns raised. The outside agencies review/ reassess progress according to their own protocols and submit a written report to school.</p> <p>Children with severe and complex needs have personalised support plans detailing targets set and progress made. These are reviewed termly. Children with statements/ EHCP also have a multi-agency annual review of progress which is reported to the Local Authority.</p> <p>The Foundation Stage Learning Journeys also provide an excellent evidence base to monitor the progress of the pre-school children with SEND in the Foundation Stage.</p> <p>This information is shared with parents at the SEND reviews and/ or Parents' Evenings as part of the review process.</p>
	<p><b>c) The school's approach to teaching pupils with SEND</b></p>	<p>Wallbrook has high expectations for all pupils and class teachers are expected to plan and resource class work with the developmental needs and specific abilities of children taken into account. (Differentiation).</p> <p>Children with SEND are expected to make the same progress as all other pupils in both English and Maths. However, it is acknowledged that for a few children, this will not be achieved and they will follow their own developmental</p>

		<p>pathway. Parents will be made aware of the stages at which their child is working and the stage at which most other children of their age are actually working.</p> <p>Some children may use additional technology to support their learning – for example the use of laptops or notebooks. At Wallbrook children are taught in classes for English and maths throughout the school.</p>
	<p><b>d) How the school adapts the curriculum and learning environment for pupils with SEND</b></p>	<p>At Wallbrook we believe that every child is an individual and that all children contribute and play a special part in our school. We work hard to make sure we meet the individual needs of each pupil to enable the potential of every child to be developed, both academically and personally. We want all children to have high levels of self-belief and aspiration and to have both respect for themselves and others.</p> <p>All children access a broad and balanced curriculum including the SATs and Phonics Screening Checks alongside their peers. For a very small number of children the curriculum and assessments may be amended to meet their very specific needs – where this is the case, parents are kept informed. On some occasions a child may be disapplied from the National tests, if they are working too far below the expected standards and it is decided, in consultation with parents that it is not in their best interests to do so.</p> <p>The school building is fully accessible to parents and children with disabilities as it is all on one level. There is a room with a shower for the disabled. The school building is fully compliant with the requirements of the Disability Act – please refer to the Accessibility Policy.</p> <p>There is an allocated parking bay for the disabled in the main school car park.</p> <p>For parents for whom English is not their first language, information may be relayed using dictionaries, other parents, including family members, (with permission), translations on “Google” or interpreters.</p>
	<p><b>e) Additional support for learning that is available to pupils with SEND</b></p>	<p>The SEND budget is allocated each financial year. The money is used to provide additional support, resources and training. Funding is also used to buy in specialist support from the local authority and other professional agencies. The school’s SEND policy provides much greater detail about the type of support, interventions, strategies and resources that may be used to help meet the needs of each child. Once a child’s needs has been identified and the relevant assessments undertaken, the class teacher and/ or SENCO will inform parents as to how school is planning to support their child and what they might do to help at home.</p>

Wallbrook Primary School has commissioned support from:

- Learning Support Services
- Educational Psychologist
- Speech and Language Therapy
- Counselling service
- The Sycamore Partnership Team

Additional and/ or different support might be in the form of:

- Hearing and Visual Impairment services
- Social communication group support
- Group coordination development, e.g. Get Moving
- Special equipment e.g. coloured overlays, special pencil grips, scissors, textured cushions
- Different reading schemes e.g. PM books, Wellington Square
- British Sign language or Makaton for children with hearing and language difficulties
- Additional TA support within the classroom directed at a particular child or group more frequently than the majority of children within the class
- Targeted individual support within the classroom (focus might be behavioural, language based, support for working memory, etc.)
- Larger print size/ coloured paper
- Specially adapted keyboard/ mouse as needed
- Reading interventions

		<ul style="list-style-type: none"> <li>Targeted individual/ paired or small group support during the afternoon to address specific and individual targets set out on a Support Plan - children are withdrawn from their classes to facilitate this.</li> </ul>
	<b>f) Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum</b>	<p>Children with Special Educational Needs and/or disabilities are actively encouraged to access activities before and after school. If necessary additional support is required, this will be made available if a child has a particular need that would otherwise be a barrier to their participation.</p> <p>In some cases additional support on trips, this is usually included in their support plans, will be made available to support a child with their behavior and/ or language needs.</p> <p>Additional support often has to be provided for certain children with their physical and/ or sensory difficulties as well.</p>
	<b>g) Support that is available for improving the emotional and social development of pupils with SEND</b>	<p>The SLT team is responsible for Inclusion across the school, including SEND, Behaviour and Attendance.</p> <p>Our Pastoral and Safeguarding lead provides 1:1 sessions with children who require time to talk. This is to support children in school who may have Social, Emotional and / or Behavioural needs.</p> <p>The school employs a Higher Level Teaching Assistant who provides a Nurture Group and specific intervention work to support individuals with self-confidence and behaviour choices. Programmes currently being used are Happy to be Us, Wise Behaviours and Solution Focus.</p>
<b>4</b>	<b>The name and contact details of the SENCO</b>	<p>Special Needs within Wallbrook Primary School is coordinated by Mrs. G Money. Please ring 01384 818985.</p> <p>Special Needs within Little Ducklings Pre-school is coordinated by Mrs. L Gowen. Please ring 01384 818985.</p>
<b>5</b>	<b>Information about the expertise and training of staff in relation to children and young people with SEND and about how specialist expertise will be secured</b>	<p>Staff training needs are identified by staff during SEND reviews or through appraisal.</p> <p>Training may be delivered through the EP Service, Learning Support Service, Occupational Therapy Service, the Sycamore Partnership Team or the Hearing and/ or Visual Impairment Service.</p> <p>The SENCO will complete the National Award for SENCOs in September 2019. She also attends training events relating to SEND Forums which is provided by Dudley Local Authority, and cascades information to staff and Governors as appropriate.</p>

		<p>Further training has been delivered by Specialist Support Services and Speech Therapists to teachers and teaching assistants working with children with specific needs.</p> <p>The school has excellent links with a range of professionals including Speech and Language Therapist, Occupational Health Therapist, Educational Psychologist and Counseling Service, Health Advisor and local Health Visitors and is able to access support and advice readily. The support of these professionals in making referrals through to other health departments is invaluable</p> <p>School is also able to help parents to access support networks and websites, detailing specific information about their child's particular disability or need.</p>
6	<b>Information about how equipment and facilities to support children and young people with SEND will be secured</b>	<p>Children's specific needs are identified through the SEND review process where specific equipment is deemed to be necessary to support the learning; it is recorded onto the reports submitted by outside agencies and included on the child's individual support plans. This is discussed with the headteacher and resources are purchased accordingly.</p>
7	<b>The arrangements for consulting parents of children with SEND about, and involving such partners in the education of their child</b>	<p>Class teachers are responsible for keeping parents informed when they identify that their child may have a special educational need and/ or disability. They should inform parents that they will be informing the SENCO of their concern. All parents can attend Parents' Evenings 3 times a year; this is an opportunity for parents to gain an overview of their child's progress and a chance to look through their child's books with the class teacher.</p> <p>When assessment or monitoring by outside agencies are carried out, parents are invited in to school by the SENCO, to discuss the report; a copy of which, is always given to parents.</p> <p>Wallbrook operates an "open door" policy - parents can drop in to see the SENCO or make an appointment to see her or their child's class teacher at any time either to share a concern or get a progress update.</p>
8	<b>The arrangements for consulting young people</b>	<p>All children are asked about their friendships and if there is anything they are worried about in school. Children are also asked to identify the staff they would go to if they had a concern or were worried about something or someone.</p>



	<b>with SEND and involving them in their education</b>	
<b>9</b>	<b>Any arrangements made by the governing body relating to the treatment of complaints made from parents of pupils with SEND concerning the provision made at the school</b>	<p>Parents are actively encouraged to come into school as soon as they have any concern – however small - it is much easier to rectify something that has gone a little bit wrong rather than trying to unpick a larger more upsetting issue if it is left. School operates an “open door policy” for this purpose. There is usually a member of SLT available at all times.</p> <p>Complaints regarding SEND should be taken to the SENCO in the first instance – please ring on 01384 818985 to make an appointment. If she is unavailable or if the complaint is about her or if she is unable to resolve the issue please call in to see Mrs C Longden (Head teacher).</p> <p>If parents are still not satisfied they should write to the SEND Governor <b>Mrs A O’ Neill</b> and <b>Mr L Hazlehurst</b> at Wallbrook Primary School and the formal complaints procedure for Dudley will be followed.</p>
<b>10</b>	<b>How the governing body involves other bodies including health and social services bodies, Local authority support services and voluntary organizations in meeting the needs of pupils with SEND and support the families of such pupils</b>	<p>The school purchases the support and advice from the Learning Support Service, the Educational Psychology Service and the Counseling Service as and when needed.</p> <p>The school can refer directly to the Physical and/ or Sensory Support Service and/or the Specialist Early Years for support and advice.</p> <p>The school can refer directly to health related agencies including Speech Therapy, Health Visitors and School Health. The school is required to make any Occupational Therapy issues through the School Health Advisors.</p> <p>Referrals to CAMHS have to be made by the GP. However, the school will write to the GP detailing their concern and support which has been put in place and its impact, in order to help with the referral.</p> <p>The SENCO will always discuss these referrals with parents and ask them to sign a consent form for this purpose.</p>
<b>11</b>	<b>The contact details of support services for parents of pupils with SEND including those for</b>	<p>There are a range of agencies able to support parents and/ or their children in the voluntary sector. School will happily discuss referrals to these agencies and support parents in making referrals should they wish.</p> <p>Parents can make an appointment in school with our Pastoral &amp; Safeguarding Lead who will support them.</p>

	<b>arrangements made in accordance with clause 32</b>	
<b>12</b>	<b>The school's arrangements for supporting pupils with SEND in transferring between phases of education</b>	<p>Information is passed onto the receiving school as soon as possible. A telephone call is made in the first instance to inform the SENCO of the important information relating to the child's needs and how they might best be met. If possible, the SENCO will invite a member of staff from the receiving school to attend a "transition" meeting at Wallbrook or will visit the new school with parents, to ensure that reports and key personal information about the child is passed on. Further planned visits for the child and parents can be arranged if necessary. Photo books etc, can be made available for children who may struggle to cope with a change in placement. This same process can be applied in reverse – for children coming to Wallbrook.</p> <p>Early on in the Summer Term, the school meets with the receiving high schools to ensure key information is shared. This enables the receiving school to plan any support individual children may need. Additional visits are made to the high school for some children before the induction week.</p> <p>Additional visits for the parents can also be made through the SENCO - who will attend them if necessary.</p>
<b>13</b>	<b>Information on where the Local authority's Local Offer is published</b>	<p>For parents who live in Dudley: <a href="http://www.dudley.gov.uk/resident/localoffer">www.dudley.gov.uk/resident/localoffer</a></p> <p>For parents who live in Sandwell: <a href="http://www.sandwell.gov.uk/SEND">www.sandwell.gov.uk/SEND</a></p> <p>For parents who live in Wolverhampton: <a href="http://win.wolverhampton.gov.uk">http://win.wolverhampton.gov.uk</a></p>