

Wickham Common Primary School



Respectful

Resilient

Resourceful

Meeting the needs of pupils with Special Educational Needs and Disabilities (SEND).

SEND Information report

Wickham Common Primary School is an inclusive school and is fully committed to ensuring that all pupils, regardless of their specific needs, make the best possible progress in school. Any support given to children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems, or sensory or physical needs should be viewed as part of all children's entitlement to the highest quality school provision, and not be seen in isolation or as something extra. The range of support offered will always be designed to promote pupils working towards becoming independent and resilient learners.

This report has been co-produced by the school community following consultation with staff, parents and governors. This consisted of a staff meeting, a meeting with the Parents, Pupils and Community Committee of the Governors and a working party of parents.

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Class teacher

Your child's class teacher should always be your first point of contact if you want to discuss any issues regarding your child's learning.

He / she is responsible for:

- Having the highest possible expectations for your child and all pupils in their class.
- Planning for, delivering and evaluating high quality teaching which is adapted to respond to the strengths and needs of all pupils.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve providing different resources adapted to your child.
- Putting in place specific strategies to enable your child to access all areas of school life.
- Checking on the progress of your child and identifying and planning for any additional support.
- Contributing to devising school and individual provision maps to focus on the next steps required for your child to improve learning.
- Applying the school's SEND policy.

Special Educational
Needs Coordinator
(SENDCO)

Mrs B Liston

If you have concerns about your child you should speak to your child's class teacher. You may then be directed to the SENCO.

She is responsible for:

- Coordinating provision for children with SEND and developing the school's SEND policy

<p>Headteacher Mrs D Allis</p> <p>SEND Governor: Mrs S Fletcher</p>	<ul style="list-style-type: none"> ○ Ensuring that parents are: <ul style="list-style-type: none"> ● Involved in supporting their child's learning and access ● Kept informed about the range and level of support offered to their child ● Included in reviewing how their child is doing ● Consulted about planning successful movement (transition) to a new class or school ○ Liaising with a range of agencies outside school who can offer advice and support to help pupils overcome any difficulties ○ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. <p>Contact with Mrs Liston can be made via the school office email or by telephoning 02084624927</p> <p>She is responsible for:</p> <ul style="list-style-type: none"> ○ The day to day management of all aspects of the school, including the provision made for pupils with SEND <p>She is responsible for:</p> <ul style="list-style-type: none"> ○ Making sure the school has an up to date SEND policy. ○ Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.
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Assessment, Planning and Review

How can I find out about how well my child is doing?

All children's progress is tracked every term and carefully monitored by teachers, the SENCO, subject leaders and the Headteacher. This progress is discussed with parents at least termly in scheduled parents' meetings and at other times if appropriate. Teachers' planning is regularly reviewed by subject leaders, the SENCO and Headteacher to ensure that all children are making at least expected progress.

Regular parents' meetings are held for all parents. The SENCO is also available to meet with parents at this time.

Pupils who are not making progress, or who have behaviour needs which are affecting their ability to engage in learning activities, are identified as part of ongoing monitoring by class teachers, the SENCO, subject leaders and the Headteacher. Parents will be consulted and their opinions sought and valued. They will then be involved at all stages in the identification, assessment and review process of their child's possible SEND.

After discussions with key staff and parents, additional support will be put into place. This may include enhanced resources or equipment, targeted small group support, or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage where appropriate to their age. Short term targets will be agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured.

Any additional support is documented in a whole school provision map and intervention group evaluation documents. Where appropriate for children with high needs, an individual provision map or pastoral support programme will be drawn up. Actions agreed take into account each pupil's

strengths as well as their difficulties. This documentation will be shared with parents during scheduled review meetings and their opinions sought and valued.

Parents will be consulted before advice is sought from outside agencies. They may access any written information or reports held on their child.

Where external agencies are involved, their advice and recommendations are included in any planned provision.

If your child is continuing to have significant difficulties requiring a high level of support, additional funding may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Pupil Resource Agreement will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. Children with the highest needs may require an Education, Health and Care Plan. Further details about this process will be explained in the LA Local Offer.

Where appropriate, access arrangement for national tests will be put in place in line with DfE guidelines.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

What sort of support for SEND pupils does Wickham Common Primary School offer?

Enabling access to learning and the curriculum

We aim to cater for the needs of pupils requiring additional support due to:

- specific learning difficulties (SPLD)
- moderate learning difficulties (MLD)
- speech, language and communication needs (SLCN)
- Autism Spectrum Disorder (ASD)
- social, emotional and mental health difficulties (SEMH)
- vision impairment (VI)
- hearing impairment (HI)
- physical disabilities (PD)

We would expect to work closely in consultation with parents and professionals when the child starts at Wickham Common and at all stages of the child's time with us to ensure that our school is able to meet the child's needs.

Strategies/programmes to support speech and language where appropriate:

- Support strategies put in place, both as part of everyday class based teaching, and as additional group or individual support if appropriate.
- Speech and Language Therapist advice disseminated to & followed by teaching staff
- Specific differentiation of teaching input or modification of resources.
- Support with introduction of new vocabulary e.g. for a new curriculum topic.
- All children assessed using 'WellComm' screener on arrival in Reception. Results are shared with teachers and any recommended support included in that child's provision.

Strategies to support/develop literacy, including reading

- Phonics groups throughout the lower school and upper school for children who still need it.
- Extra reading intervention for children who require additional support
- Touch typing intervention group where appropriate. Lap tops available for children as required.
- IDL intervention programme

Strategies to support/develop numeracy

- Focus on children mastering mathematical concepts pictorially and/or using mathematical manipulatives before moving on to abstract calculations.
- Use of a wide range of mathematical apparatus.

Strategies/support to develop independent learning

- Alternative recording methods.
- Visual timetables in every class.
- Resources clearly labelled and accessible in all classes.
- Individual targets where appropriate to the age and ability of the child.
- Focus on meta-cognition; children understanding themselves how they learn best.

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem

- Small group programmes to develop social skills in some year groups.
- Whole school 'golden rules' continually reinforced through assemblies, notices in class and positive praise for keeping them.
- Whole school focus on positive mental health using a variety of resources including Pixl 'Mind to be kind', Bromley Y workshops and SCARF (<https://www.coramlifeeducation.org.uk/scarf/>)

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Transition support, visits and events.
- Reduced or modified time-table if appropriate.
- Regular contact & liaison with parents. As well as scheduled parents' evenings, parents can make an appointment to meet with their child's teacher at any mutually convenient time.
- Use of a home/school contact book if appropriate.

Strategies to support and promote positive behaviour

- School Behaviour Policy consistently applied
- Lunchtime supervisors trained to deliver positive playtimes.
- Extra play resources for playtimes to ensure that all children are occupied.
- Restorative justice approach used throughout the school to resolve disputes between pupils.

Support/supervision at unstructured times of the day, including personal care

- Lunchtimes are part of all children's entitlement to the best quality provision. Lunchtime staff attend regular training so that they can promote the positive ethos of the school. They ensure that whole school 'golden rules' are kept and sanctions for behaviour are consistent with those that are applied during more structured class time.
- Lunchtime staff meet regularly with the Head and Inclusion leader to ensure that they are aware of any additional needs that children with SEND may have.
- Where necessary and appropriate, staff are trained to meet the individual needs of all children, including those that need personal care.
- Timings of the day can be flexible to ensure that personal care is delivered when and where necessary.

What personal and medical care is available within the school?

- Identified staff trained in paediatric first aid are available for pupils throughout the day.
- Care plans for pupils with significant medical needs.
- System for administration of medication.
- Support staff to assist pupils with personal care, as specified by clinical plans and following all relevant training.
- Modified toilet facilities for individual needs.

Increasing accessibility – getting about

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of professionals disseminated and followed
- Use of any recommended equipment
- Handwriting groups as appropriate

Access to modified equipment and IT

- Specialist equipment as required on an individual basis to access the curriculum
- Software to support learning
- Soundfield systems installed in one classroom for each year group
- Laptops/ipads as appropriate to the age and needs of the child.

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with external agencies as available and appropriate to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Educational psychology service
- SEMH outreach service
- Social communication advisory teacher
- Speech and language therapist, both NHS and our own provider 'Love to communicate'
- Occupational therapy
- Community paediatrician
- School nurse
- Bromley Y
- Counsellor/Play therapist
- Bromley MENCAP
- Bromley Children's Project
- ISAT

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- SENCO and/or other involved staff member will attend meetings with outside agencies whenever possible.
- SENCO will pass on any reports from outside agencies to class teachers and discuss with them implications for teaching.
- Reports requested from the school by any outside agency will be completed by the member of staff who knows the child best, which is usually the class teacher. However, the SENCO will be available to discuss the report, review it before it is sent and ensure that copies have been taken for the child's file.
- Wherever possible the SENCO will be available to attend parents' meetings.
- The SENCO is available to speak to parents at other mutually convenient times.

Other local agencies which offer support and advice to parents include:

- **Bromley Independent Advisory Support Service (IASS)**
<https://bromleyiass.org.uk/>
- **Bromley Parent Voice**
<https://www.bromleyparentvoice.org.uk/>
- **Bromley MENCAP**
<https://www.bromlemencap.org.uk/>
- **CASPA**
<https://www.caspabromley.org.uk/>

- **Bromley branch of the Dyslexia Association**
<http://dyslexiawise.co.uk/>

Transition

How will the school help my child move to a new class / year group or to a different school?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition by:

When starting at our school:

We have several ‘stay and play’ sessions in the Summer term before the children start in September. These are informal play sessions where you and your child can get to know their classroom and new teacher and support staff. There is also a meeting with your child’s reception class teacher just before they start. This meeting is another opportunity for your child to meet their new teacher and for you to tell us anything more that will help your child settle into school quickly and easily.

When moving to another school:

We will contact the school SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

When moving classes / forms in school:

An information sharing meeting will take place with the new teacher.

Opportunities to visit the new class / teacher

In year 6-7 transition

The SENCO and/or class teacher will attend the Primary / Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact. In some cases additional multi-agency meetings may be arranged to create a more detailed transition plan.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

As well as ongoing in house training we encourage all staff to access training using Bromley SEN SEND training offer, the National College and other training providers. Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

Who do I talk to if I am unhappy with my child's support or progress?

We aim to work closely with parents all through their child's time with us. Communication with class teachers can be requested by emailing the office. In addition, Mrs Liston, SENCO, is also available to speak to parents and we would always aim to resolve any disagreements at an early stage. However, if parents are still unhappy they can contact Mrs Allis the Headteacher.

Should you wish to make a complaint about the support provided to your child by the school, please refer to Wickham Common Primary School's Complaints Policy.

FURTHER INFORMATION about support and services for pupils and their families can be found in:

The Local Authority

<https://www.bromley.gov.uk/children-young-adults-disabilities-learning-needs/bromley-local-offer>

Bromley Parent Voice

<https://www.bromleyparentvoice.org.uk/>

IASS

<https://bromleyiass.org.uk/>

The DfE Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>