

Withernsea Primary School



SEN Information Report

Updated March 2022

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Special Educational Needs and Disability (SEND) Provision at our school

At Withernsea Primary School, we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all of our pupils. We seek to ensure that pupils with special educational needs and disabilities (SEND) are fully included in all aspects of school life. We believe that the children with SEND and their parents / carers should be involved in all decision making and planning in accordance with the SEND Code of Practice 2014.

Withernsea Primary School is a mainstream school which values the abilities and achievements of all of its pupils and is committed to providing the best possible environment for learning.

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement; this is reflected in our school values of 'WPS' – 'Welcoming, Positive, Successful'.

The practices within school reflect our inclusive ethos from individual lesson planning responding to pupil diversity, to material resources being used to support learning and participation for all.



The SEN Code of Practice identifies 4 broad areas of need.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

We currently support children with a diverse range of specific needs; these include speech & language, dyslexia, dyscalculia, dysgraphia, social & communication difficulties, ADHD, visual perception issues, auditory & visual working memory and/or processing difficulties. We also support pupils with a range of medical issues, including Asthma, Epilepsy, ADHD, Hypermobility syndrome and Diabetes.

How does our school identify and assess SEND?

Definition of special educational needs (SEND)

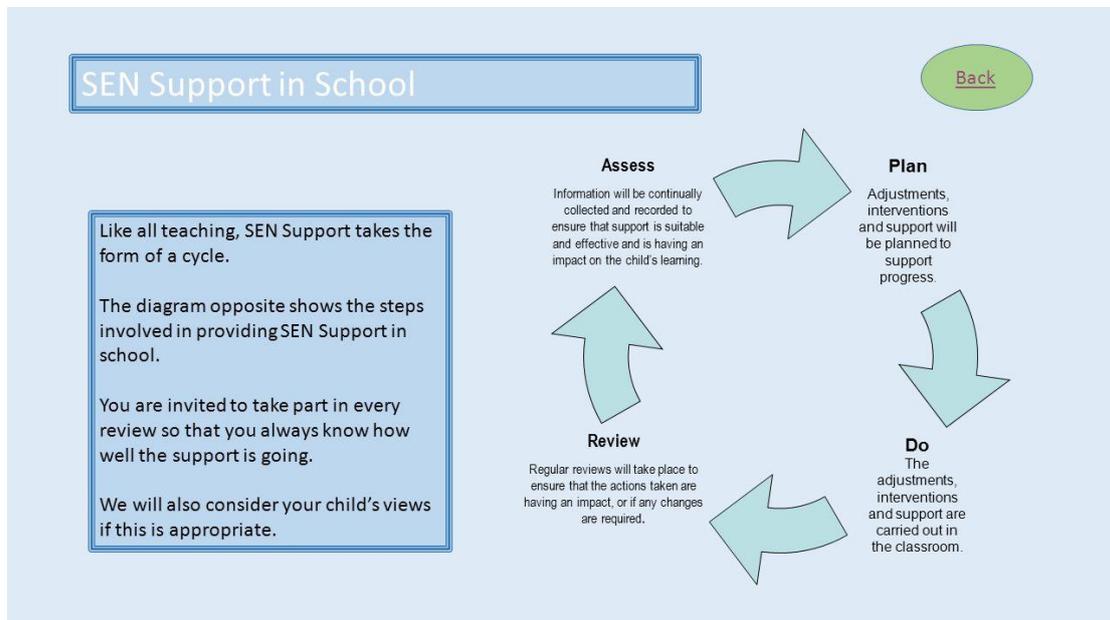
A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a. have a significantly greater difficulty in learning than the majority of others of the same age, or
- b. 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.

Throughout the school, we continually monitor and assess the progress of all of our children. Where expected progress is not being made, steps and interventions are put in place to support the identified areas of need and their progress is monitored and reviewed. A discussion will be held with the SENCO / Deputy SENCO and class teacher to identify strategies which need to be put in place to support the child. A cause for concern plan will be completed by the class teacher; long-term and short-term targets will be set and the views of the child and the parent/carer included in the plan. If the pupil continues to have difficulties, then they may be added to the SEN register.

Each pupil on the SEN register will have a Graduated Response Plan which outlines their next steps in learning (targets). These are reviewed termly and shared with parents at parents evening, in person or via Class Dojo. At the end of the academic year, a review is held to discuss overall progress over the year.

The school follows a graduated response of assess, plan, do and review in determining pupil support and by looking carefully at each pupil's needs, we are then able to tailor the support that they receive.



Pupils are also encouraged to share their views on their needs and progress by contributing to their own school reports, in addition to doing presentations to their parents on their learning and next steps during Parents Evening.

Dyslexia screener:

The school uses a dyslexia screener on pupils who are felt to have specific literacy difficulties. Although this does not provide an official diagnosis, it helps us to identify pupils who may have dyslexic-tendencies. If it is felt that a child is struggling in this area, then parental consent will be sought to conduct the screener. Once this is completed, if a pupil is indicated as having a high likelihood of dyslexia then we will provide additional support such as coloured overlays for reading, coloured whiteboards and opportunities to over-learn essential literacy skills.

External Agencies:

We do our best to identify the needs of the pupils in our care and at times we need to seek the advice and services of external agencies for more specialist support.

- Educational Psychologist
- Speech and Language therapists
- Sensory and Physical Teaching Service (SAPTS)
- Behaviour Support Advisory Services
- Health Services including School Nurse and Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Inclusion Practitioner
- Portage Support Services
- Downright Special

We seek support from outside agencies for staff and families whenever it is needed and also to ensure that the school is kept up to date with any changes and priorities through staff training, this reflects the needs of the staff and children we work with.

Links with previous schools:

We work closely with our local pre-schools and the schools from where children are transferring to identify any special educational needs that they may have prior to them joining us. This helps us to ensure that the children receive the correct support from the start of their learning journey with us.

Links with high schools:

All Year 6 children with an EHCP will have a transition annual review in the autumn term. The SENCO from the high school will be invited to discuss strategies that have been put in place and the needs of the child. There will be transition days in the summer term and some children will have the opportunity to take part in extra transition visits where they will meet key staff and look around the different areas of the school.

How does our school provide support for children with SEND?

We aim to support pupils in the four areas of need identified in the Code of Practice: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or Physical.

Through monitoring, observing and assessing a child's needs, staff work together with Senior Leaders and the SENCO to put in place appropriate support and provision. The progress of all children is monitored termly and in both the autumn and spring terms. Parents Evenings are held to discuss how children are doing. The impact of provisions are evaluated at least termly with class teachers and phase leaders and alternative methods are considered if it is felt that they are not meeting the pupil's particular needs. Children with SEND have individual targets; these are shared and reviewed with parents. In the summer term, an Open Evening is held so that parents can come and look through their child's work, and all parents receive an end of year written report, detailing progress within all areas of learning. In addition, we have an 'open door' policy and encourage parents to discuss any concerns they may have, as and when they occur. In the first instance, we ask that parents discuss their concerns with the class teacher, as they work with their child on a daily basis, however, appointments can be made to meet with the phase leader, SENCO or Deputy SENCO at request.

Education Health and Care Plans:

If a child has a complex SEND a request may be made for the Local Authority to assess them for an Education, Health and Care Plan (EHCP). An EHCP will outline the pupil's individual needs and the help they will get to meet them. It also includes any health and care provision that is needed. EHCP's are for pupils who need more help than the school can reasonably provide and can remain with the pupil to support them in their education up to the age of 25. For pupils who have an EHCP an Annual Review will be held on a yearly basis to discuss

progress and ways forward. A report will be written and kept with the pupil's records and another copy will also be sent to the Local Authority.

Annual Reviews are held in a person-centred way with pupils attending either all or part of their review, if a pupil doesn't want to attend or it is felt that attending would be disruptive to them, then they are invited to contribute prior to the meeting by expressing their views either pictorially or verbally. All pupils with EHCPs are able to contribute which enables them to express their interests and how they like to be supported in school.

Adaptations:

Class based learning is adapted for all pupils in our school, providing appropriate support and challenge. Thorough monitoring enables the teacher to ascertain each child's current level of understanding and programmes of work are devised to build on that. Pupil's individual targets are supported within lessons by the class teacher or Achievement Support Assistant (ASA); alternatively they may be supported through a specific intervention programme.

Specific interventions:

At times, it may be felt that pupils would benefit from individual or small group work. In these instances, the pupil will work with the class teacher or an ASA on specific targets, often linked to their Graduated Response Plan. The duration of the intervention will vary depending upon the pupil's individual needs. These sessions provide an excellent opportunity for pupils to reflect upon their learning by discussing what they are finding difficult as well as identifying strategies or resources that they have found useful.

We offer a range of interventions including Phonics (Read, Write Inc), 123maths, Toe-by-Toe, handwriting groups, Speech and Language support, social skills groups and Starving the Anger / Anxiety Gremlin interventions.

Provision rooms:

In spring, 2020 we introduced our provision rooms. This provides a quieter working environment with a high staff to pupil ratio to support our children who need a more tailored curriculum. Within the provisions, we aim to develop the pupils' skills across a broad range of areas to help them cope more effectively in the classroom and within their day-to-day life. The children within the provision

rooms have a personalised curriculum where they complete tasks to develop their basic literacy and numeracy skills as well as participating in activities to develop their social skills and independence. Where appropriate, some children will attend some lessons in the mainstream classroom in either a morning or an afternoon. This transition is planned carefully with provision staff and the class teacher. Our aim is to fully integrate the children back into the mainstream classroom.

Resources:

Children learn in a variety of ways and we do our best to support each child's learning style. Some pupils may need high levels of either visual or sensory stimulus to help support them in lessons, while others may need extra auditory prompts or reminders. We offer a wide range of resources to support pupils' different learning styles including extra visual, sensory or auditory prompts, as well as specific resources such as pencil grips, easy-grip pens / scissors, writing slopes, coloured overlays / whiteboards, chair cushions, sound buttons, laptops and iPads.

We are an inclusive school and aim to support pupils to the best of our ability within the classroom.

Emotional Wellbeing:

Our Emotional Wellbeing team support children with various social, emotional and mental health needs. Pupils can discuss any issues or worries with a member of our specially trained team who will do their best to support them. The team also offer a wide range of child-centred programmes which are designed to meet the individual needs of each child, these include Pathways, Drawing & Talking, My Time, Therapeutic Art, Butterflies, Outreach, Solution Focus, Puddle Ducks and Little Stars and Starving the Anger / Anxiety Gremlins. These programmes are designed support pupils in a wide variety of ways, ranging from developing confidence or resilience, to learning how to express themselves in a positive way.

Mrs Tramner, Mrs Hearn and Miss Murray are our Emotional Wellbeing Workers.

Evaluating the effectiveness of our provision:

We evaluate the effectiveness of our provision through phase leader meetings and performance management meetings between staff and the Senior Management

team. In addition to this, regular lesson drop-ins and book monitoring help us to remain reflective on our practice and continue to move it forward.

Staff training:

As a school, we aim to continually develop our understanding of pupils needs to enable us to effectively support the pupils in our care. Our SENCO is currently completing the National SENCO Qualification. Whole school training has included Colourful-Semantics, Read Write Inc. Phonics, Coordination Difficulties and Working Memory training with specific training being given to staff on Handwriting Difficulties, Motor Control Difficulties, Precision Teaching and Speech and Language.

School trips:

As a school we value the benefit of education outside of the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any trips a risk assessment is carried out which considers the needs of children with SEND. Where necessary, we meet with parents to discuss any additional support that may be required.

Accessibility:

Reasonable adjustments have been made to improve accessibility. Our school site is wheelchair accessible and has disabled toilets. In the new building, there is wheelchair accessible lift.

Working in partnership with pupils and parents / carers

The school values the opinions of pupils and their parents / carers and aims to work in partnership to achieve the best outcomes possible for the pupil. We have an open door policy and parents are welcome to make an appointment to speak to the class teacher, phase leader, SENCO or Headteacher about their child. In addition to this, Parents Evenings are held twice a year and questionnaires offer parents the opportunity to offer their opinions on a wider range of school issues.

For parents of pupils with an EHCP, Annual Reviews are held once a year to discuss the pupil's progress and ways forward for the year ahead.

The school aims to gather pupil opinions in a range of ways. These include:

- Daily circles

- Termly school council meetings
- Yearly bullying questionnaires
- Attending their Annual Review (pupils with EHCPs)
- Acorn Room staff are always available to listen to and support pupils with their concerns or worries.
- Views of the children are always gathered and included.
- Restorative practices

How will the school prepare and support children during transitions?

The transfer to a new school can be an anxious time for both child and parent and we encourage visits to our school before applying. Careful planning is made for all children but for children with SEND, an additional transition plan may be put in place if it is felt that this is necessary. This will generally include early discussions with the school they are coming from or going to and any external agencies that are providing existing support. Parents are involved in transition discussions so that the needs of the child and any particular concerns are shared.

In Year 6, transition visits to the High School are made; these enable children take part in lessons, meet the staff at the school and become familiar with the new environment. Extra visits or a more graduated approach may be timetabled for children with SEND if it is felt that this is necessary. Year 6 staff also meet with staff from the High School to discuss each pupil and their needs.

For Y6 pupils who have an EHCP, the SENCO from the High School is invited to attend their Annual Review. This provides an opportunity for the pupil, parents/carers and the SENCO to meet and discuss any relevant issues and plan for the transition.

Admissions:

Children with SEND are warmly welcomed to our school after consultation with appropriate professionals to ensure that their needs can be met.

Children are admitted by age unless early admission is specifically requested for other reasons by professional agencies. In these circumstances priority is given to:-

- a) Child protection referrals;
- b) Children with special educational needs referred by Social Services; Psychological Service; Doctors or Health visitors. Admission will depend upon both adequate and relevant resources and support being available;
- c) Family stress i.e. medical physical disability within the family, care of elderly dependants, three or more children under five.

Who can parents contact for further information?

If parents are unsure about any of the support or provision being made for their child, they should not hesitate to contact the Home/School Liaison officer to make an appointment with their child's class teacher, our SENCO or the Headteacher.

Some useful contacts are listed below:

Headteacher - Mrs Harper

SENCO – Miss Atwood

Deputy SENCO – Miss Knowles

Foundation Phase Leader – Mr Sutherland

KS1 (Y1&2) Phase Leader – Mrs Wright

Lower KS2 (Y3&4) Phase Leader – Mrs Mizon

Upper KS2 (Y5&6) Phase Leader – Mr Bishop

All of the above can be contacted via the school office on **01964 612800**.

External Agencies:



East Riding Local Offer – The purpose of the local offer is to provide clear accessible information about what services are available in the area for parents, children and young people aged 0 – 25 years with Special Educational Needs and Disability (SEND). The website can be found at: www.eastridinglocaloffer.org.uk



FISH – Families Information Service Hub offers free, impartial information for young people, parents, carers and professionals who have a role in supporting families. They can be contacted on: **01482 396469**



ERVIP – East Riding Voices in Partnership hold regular events for parents and carers of children and young people with special educational needs and disabilities across the East Riding. Their website can be viewed at: www.ervip.org

Further Information:

SEND Code of Practice – The most recent guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25 can be downloaded online at:

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

Special Educational Needs and Disability Guidance – The SEND Guidance covers information on the graduated response and Education, Health and Care

planning. It can be downloaded from the Local Offer website at: <http://www.eastridinglocaloffer.org.uk/education/send-elearning-and-guidance/>

Complaints procedure:

If parents have concerns about their child, we encourage them to discuss them initially with the phase leader, class teacher or the SENCO who will endeavour to resolve them. If parents feel that their issue hasn't been resolved within a reasonable timescale then they are invited to discuss the matter with the Headteacher and if the issue remains unresolved then they can address the matter to the schools Board of Governors.