

Wittering Primary School Special Educational Needs and Disability (SEND) information report



This report was compiled in collaboration with parents of SEND children with various levels of need.

If you would like any further information please do not hesitate to contact the school.

The school SEND Coordinator (SENDCO) is Jenny Murray (senco@wittering.peterborough.sch.uk). The governor with responsibility is Jane Hunt (J.Hunt@wittering.peterborough.sch.uk). Both can also be contacted through the school office using the contact details on the school website. Wittering Primary School is a mainstream school and we make every effort to meet the needs of all pupils, including additional provision, for children with Special Educational Needs and Disabilities. We work with a range of outside agencies who support and advise staff and in some cases deliver programmes or training within school.

School have experience of working with a wide range of needs including cerebral palsy, down syndrome, complex speech needs, dyspraxia, global development delay. ADHD and autism.

Explanation of terms and abbreviations used in this report

SEND- Special Educational Needs and Disabilities

SENDCo- Special Educational Needs and Disabilities Co-ordinator

EHCP- Education Health and Care Plan. This is a plan put together by the local authority in consultation with school and parents/carers to ensure a child's needs are being met.

Co-ordinated plan- A plan put together with parents/carers and the school to ensure a child's needs are being met.

Provision map - a document which details the needs of a child and what provision they have received including input from outside agencies.

EHA - Early Help Assessments. This is an assessment tool which allows families to access a range of support from external agencies.

1. How does the school know if your child needs extra help?

- Wittering Primary School assess all children on entry to our school which helps us identify any needs children may have quickly. Following parental consultation, teachers also refer children they are concerned about to the SENDCo who organises for them to undergo more detailed assessments, so that a rounded view can be gained of their needs. Parents/carers can also approach the SENDCo if they are concerned about their child and the SENDCo will arrange for them to be assessed in school.
- We may also refer children we are concerned about to external agencies if we feel that they have a specific need.
- We also use the records from a child's previous educational setting to give us information about a child's needs.
- We use a range of assessments to assess children when they are referred; they enable us to gain an idea of children's strengths and difficulties across a variety of areas. We use a tracking programme to monitor the progress of all the children in school and this helps us to quickly identify any children who may need extra support. We ensure that we look at the information gathered within school and compare it to national data and expectations of progress before we decide if special educational provision needs to be made.
- Class teachers make regular assessments of progress of children in their class and will identify children who are not making expected progress for their age in relation to their peers, are not matching their previous progress or are not closing the gap between themselves and their peers. If they feel that a child is not making progress as expected they will ensure that the SENDCo is aware of their concerns and share this with parents/carers.

2. How do I raise concerns if I need to?

- Parents/carers are encouraged to contact their child's class teacher in the first instance but are also welcome to contact the SENDCo or head teacher if they are concerned about their child.
- They can also discuss concerns at parent/teacher meetings and the details will be passed onto the SENDCo.
- Parents/carers can also contact the SEN Governor if they are concerned about SEN issues within school.
- If parents/carers feel their concerns are not resolved they can escalate their complaint by following the school's complaints procedure.
- Parents/carers can also take their concerns to the Special Educational Needs and Disability tribunal if they are refused a Statement of Special Educational Needs or Education and Health Care Plan and wish to challenge this decision.
- The SENDIASS (SEND Information, Advice and Support Services) officer for the Local Authority can also be contacted if parents/carers want to seek advice or they have concerns about their child. Their contact details are currently 01733 863979, or email - sendiass@peterborough.gov.uk.

3. Who might offer support to my child?

- A child/young person will be supported by their class teacher within the classroom and will also be supported by teaching assistants.
- The SENDCo or learning support assistants may also support children within school.
- Children may also attend intervention groups run by teaching assistants to help them with an identified need.
- If it is needed children may also be supported by staff from outside agencies either within school or outside school.
- Staff from our Families Centre may also work with children within school through her family support role.

4. How does the school check the support we give is effective?

- We review the progress of all the children within school who are on the special needs register three times a year when updating their provision map, sometimes more often depending on need, and use this information to adapt our support for specific children.
- The governing body also publishes this annual review of the SEND arrangements and provision.
- The SENDCo reviews SEN provision on a termly basis and strives to ensure that children's needs are being met effectively so that they can achieve their potential
- Class teachers review the provision within their classroom on a daily basis using their daily diaries and are responsible for reflecting upon strategies used and adapting their support to help all children achieve within their classroom
- Any interventions that are carried out with children are monitored and tracked to ensure they are worthwhile, these are reviewed by the SENDCo on a termly basis.
- Pupil progress meetings are held each term where children's progress is discussed and children who are not progressing as expected will be identified and adaptations to provision or support can be discussed at these meetings.
- We regularly review EHCPs with parents and staff involved with the children.
- Parents are given the chance to comment on support when Provision maps are reviewed, at EHCP reviews and other meetings.
- We take advice from external agencies.

5. How are the curriculum and learning environment adapted for pupils with SEND and what support does the school provide for children with SEND?

- All teachers strive to help all children progress within every lesson, one way they achieve this is by ensuring that tasks are suited to individuals' needs.
- We ensure that all teachers have the highest expectations of all children and build upon what children already know and can do.
- Some of the ways we differentiate are by changing the design of the task given, allowing learners to lead their own learning, paired or group working, using discrete programmes to fill gaps in learning, using smaller learning steps, giving chances to overlearn, using previous years' objectives, peer support and assessment, using differentiated questioning, using effective feedback, using multi-sensory aids,

varying how children will record their work, varying learning outcomes and using daily informal assessments to inform future tasks for children.

- If children are achieving at a level lower than expected or higher than expected we can send pupils to lower or higher year groups for certain lessons for example phonics, to help support them and ensure they have the building blocks of learning in place to enable them to progress onto their next steps.
- Where available additional adult support or resources may be used to support children with SEND.
- School is a wheelchair friendly site and we have disabled toilets for use around school.

6. How does the school support children/families who need pastoral care and support children with medical needs?

- School runs its own families centre, which can provide support to families and children within our school as part of their family support work role. This can include counselling, signposting to agencies or Early Help referrals to get families access to further support.
- Members of staff such as class teachers, TAs, SENDCo, Head teacher, family support worker are all available for pupils who wish to discuss concerns and issues.
- Clubs are available for those who find lunchtime a challenge. Support can also be put in at these times to support children have positive interactions with their peers.
- School offers a wellbeing club where children can go to talk about their worries and get family support from trusted adults. They have the opportunity to talk to staff members they are familiar with and share concerns in a safe place. They also get the chance to spend time with peers who may be experiencing the same difficulties or worries as they are.
- We have a buddy bench system in the playground where children can go if they are alone and want a friend
- Upon entering the school children complete a 'Welcome to Wittering' booklet which helps them become acquainted with the procedures in their classroom and in school and enables them to raise any concerns
- Each classroom has a worry box where children can put any concerns which can then be discussed with the class as a whole or the individual if needed. Wellbeing club and the nurture section of the library also have Worry Eaters, which the children can access during times of need.

Medical needs

- If a pupil has a medical need then a detailed care plan is drawn up in consultation with the school nurse and parents/carers. These are discussed with all staff who are involved with that child.
- Staff receive training on relevant medical needs as needed.
- Where necessary medicine can be administered within school but only if consent has been gained from the school and a consent form is signed and in accordance with the school's administration of medicines policy.
- We have key staff in school who have advanced paediatric first aid training.

- There is a designated teaching assistant who is responsible for first aid.
- All staff are made aware of children who may have medical needs by ensuring that their medical information is displayed in the first aid room, the staffroom (for more serious medical conditions) and on the front of class registers. This allows all staff who work with the children access to their medical information.

7. Staff have participated in the following training.

- Training on attachment disorder
- New SEND Code of Practise training
- Sensory room training
- First Aid
- Paediatric First Aid
- Child Protection
- Autism training
- PDA training
- Dyslexia training
- Precision teaching training
- Working memory training
- Training on managing difficult behaviours
- Speech and language training
- Autism in girls training
- Anxiety in children training
- Masking and fawning training
- SEND reading and phonics training

In addition staff frequently seek advice from outside agencies.

8. Which outside agencies may be involved with my child?

- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service

- Child and Adolescent Mental Health Service (CAMHS)
- Community Paediatrician
- Autism Outreach Service
- Educational Psychologist Service
- Social Services
- Child Protection Officers
- School Nurse
- School Admissions officer
- Sensory Service
- Early Help Assessment team
- Specialist Diabetic Nurse

9. How do we consult parents/carers of SEND children about the educational provision for their child?

- Three times a year we hold parents/carers meetings specifically for children with SEND to discuss and plan support for the upcoming period. At these meetings your child's Provision map will be discussed, their targets can be reviewed, and support for the next term can be discussed. At these meetings we will give parents/carers the chance to engage in their child's support and be able to offer programmes that parents/carers can carry out at home to continue support for their child at home.
- Informal discussions can be regularly held with teachers for example, at the start of the school day to discuss issues as they arise.
- If children need support from specialist staff from outside agencies at the Local Authority, meetings can be held with staff involved with a child and their parents/carers, this gives all involved a chance to discuss the child's needs and provision that will need to be in place to support them in school.
- If a child has an EHCP or coordinated plan we will have annual reviews to discuss their progress against their targets and decide their targets for the next year.
- Minutes are kept of all meetings and parents/carers are sent copies for their own records.

10. How do we consult children with SEND about their education?

- We have a school council where representatives from each year group gather their peer's views and take them to be discussed.
- We also gather children's views during the planning process, children are encouraged to think about what they have achieved and what they would like to achieve. Their targets are reviewed with them and their new targets are shared with them.
- If a child has an Education and Health Care Plan their views will be gathered as part of the review process.
- The SENDCo also uses questionnaires to gather children's views on a bi-annual basis.

11. What should I do if I am not happy with the provision made for my child?

- Parents/carers are encouraged to contact the SENDCo or head teacher if they are concerned about their child.
- They can also discuss concerns at parent/teacher meetings and the details will be passed onto the SENDCo.
- Parents/carers can also contact the SEN Governor if they are concerned about SEN issues within school.
- If parents/carers feel their concerns are not resolved they can escalate their complaint by following the school's complaints procedure.
- The SENDIASS officer for the Local Authority can also be contacted if parents/carers want to seek advice or they have concerns about their child.

12. How do we involve other bodies, including health and social care in meeting the needs of children with SEND and supporting families where needed?

- Staff make referrals to health professionals as needed.
- The school nurse liaises with school and parents and can be contacted through the school office or during her drop in sessions.
- Where needed additional agencies such as the YMCA or NSPCC may be involved in providing targeted support to children.
- Staff liaise with social care and attend meetings to assist in supporting children and families.
- Staff complete EHAs with families to allow them to receive support from a range of external agencies. They also organise TAC (Team around the child) meetings to monitor and continue support.

13. Where can I find contact details for other agencies that provide support to children and families?

Details including contact details can be found at Peterborough City Council's local offer:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

14. How does the school ensure that SEND pupils make the best possible transition into and out of Wittering Primary School?

- The SENDCo will discuss with parents/carers their children's needs before they attend our school either over the phone or face to face if a meeting is requested. At this meeting the child's needs can be discussed and parents/carers will have the chance to ask questions about what provision we offer and how their child's needs will be met.

- When children transition to our school from nursery settings we will liaise with them to discuss any needs a child may have. The SENDCo may also visit the nursery setting to observe the child in situ or discuss their needs with their key worker.
- We hold a new parents/carers meeting for parents/carers of children coming into reception classes, this allows them to gain information and gives them a chance to chat to their child's class teachers and the Head teacher.
- When parents/carers are considering our school as a placement for their child we offer show rounds of our school so that parents/carers can see the provision we have and can ask any questions they have, meetings with the SENDCo can also be organised at this time for a more detailed discussion.
- When children transition to us we request their records from other schools and any records relevant to special needs are passed onto the SENDCo who if needed will liaise with the previous setting to discuss the child's needs.
- Parents/carers will receive an A-Z of our school when their children start which outlines lots of details about our school, children will get a 'Welcome to Wittering' booklet which allows them to gain important information and ask any relevant questions.
- We liaise closely with any feeder secondary schools for Y6 pupils and offer extra transition days for children who may need extra support with their transition. Members of staff from secondary schools will be informed of any needs children transitioning to them have and also what support is already in place.
- We ensure that we quickly pass school records onto new schools so they are fully informed as quickly as possible.
- The SENDCo will discuss a child's needs with a new school so that they can ask any questions regarding provision they will need to set up.
- We can do work in PSHCE around change to help children cope with transitions.
- School gives pupils in year 6 the chance to fill in a passport about themselves which gives details about themselves which can be taken to their new school so teachers and adults working with them will have access to information about the child.

Contact details of other support which may be useful to parents:

- Children's Educational Advisory Service (CEAS) an information, advice and support service established specifically for service parents/carers RC-DCS-HQ-CEAS@mod.gov.uk
- SENDIASS service available to support parents with aspects of SEND, 01733 863979, or email - sendiass@peterborough.gov.uk
- Wittering Families Centre 01780782336
- SSAFA Contact Forcesline, our help desk for any member of the armed forces, veterans and their families, on 0800 260 6767, or send them a message using their Forcesline contact form (<https://www.ssafa.org.uk/get-help/forcesline>).
- The Hive on Wittering RAF Camp Wit-SptHiveinfoofficer@mod.gov.uk 01780 417541
- Educational Psychology Open Access Consultation Service – Tel. 01733 863689
- Autism and ADHD parents contact line 01733864720