

## Wittering Primary School SEN information report



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

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

The school SENCo is Jenny Murray ([senco@wittering.peterborough.sch.uk](mailto:senco@wittering.peterborough.sch.uk)). The governor with responsibility is Steven Norris. Both can 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.

## **Explanation of terms and abbreviations used in this report**

**SEND- Special Educational Needs and Disabilities**

**SENCo- Special Educational Needs 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 SENCO who organises for them to be assessed, using more detailed assessments, so that a rounded view can be gained of their needs. Parents/carers can also approach the SENCO if they are concerned about their child and the SENCO 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 SENCO 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 the SENCO 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 SENCO.
- 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 parent partnership officer for the Local Authority can also be contacted if parents/carers want to seek advice or they have concerns about their child. This is currently Margaret Bradshaw ([margaret.bradshaw@peterborough.gov.uk](mailto:margaret.bradshaw@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 SENCO 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 twice 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 publish an annual review of the SEND arrangements and provision.
- The SENCo 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 SENCo on a termly basis.
- Pupil progress meetings are held each term where children's progress are 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 and coordinated plans with parents and staff involved with the children.
- Parents are given the chance to comment on support when Provision maps are reviewed and as part of coordinated plan reviews, 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 individual's 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 needs 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, SENCO, 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 about parents being away. They have the opportunity to write letters to absent parents and take part in a range of activities with a parent or adult from school which can help them deal with the issues surrounding having a parent away for extended periods of time. At these sessions staff members are available to talk to parents about issues they may be facing and can offer advice and support to families who find this time difficult.
- 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 schools administration of medicines policy.
- All staff have basic first aid training and some staff 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

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?**

- We hold twice yearly 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 or Coordinated plan their views will be gathered as part of the review process.
- The SENCo 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 SENCo 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 SENCo.
- 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 parent partnership 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 SENCo 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 SENCo 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 SENCo 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 SENCo 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 SENCo 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 PSHE 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 [dcyp-ceas-enquiries@mod.uk](mailto:dcyp-ceas-enquiries@mod.uk)
- Parent Partnership Officer, Marion Deeley provides information, advice and support to parents/carers of children with special educational needs 01733 863658 [pps@peterborough.gov.uk](mailto:pps@peterborough.gov.uk)
- Wittering Families Centre 01780782336
- SSAFA 0800 731 4880 <https://www.ssafa.org.uk/about-us/contact-us/>
- The Hive on Wittering RAF Camp [Wit-SptHiveinfoofficer@mod.gov.uk](mailto:Wit-SptHiveinfoofficer@mod.gov.uk) 01780 417541
- Educational Psychology Open Access Consultation Service – Tel. 01733 863689