

## Willerby Carr Lane Primary School SEN Information Report

### *1. Contact details*

Special Educational Needs Coordinator (SENCO)  
Sean Smith  
Willerby Carr Lane Primary School

Inclusion Manager  
Sue Marsden  
Willerby Carr Lane Primary School

SEN Governors  
Clare Mirfin

### *2. What is the ethos of the school regarding children with SEND?*

Willerby Carr Lane Primary School aims to provide access to a broad and balanced curriculum for all pupils in the school, regardless of disability, race or creed. We aim to include children with special educational needs in the full range of experiences that are open to the pupils in our school. We consider that whenever possible pupils should be able to participate fully in the national curriculum. Those children with special educational needs should develop a healthy self image through being regarded as worthwhile members of the community who can succeed and contribute at their own level. We are committed to helping children with SEN achieve highly. We aim to identify need early and put in place personalised provision to help them reach their full potential.

### *3. Provide a link to relevant policies.*

See Policies section on the school website:

SEN policy, Anti Bullying Policy

### *4. What is the standard admissions number?*

As of July 2016 there are:

- 431 pupils attending Willerby Carr Lane Primary school.

- 48 pupils with SEND.
- 8 pupils with an Education Health Care Plan or statement.

5. *How does your school:*

- *identify and assess children with SEND?*

We receive information from children's previous schools. On entry to school, children are given baseline assessment tests. The progress of all children is monitored regularly by the class teacher and the senior leadership team, so that when a pupil is not making expected progress the school can quickly identify the need for support. At the end of each year, all children are given a standardised reading and maths test to ensure we have identified all children who need extra support. Children at the end of Year 1 are also assessed with the national Phonics test and at the end of Key Stage 1 and Key Stage 2 are formally assessed using Standard Assessment Tests (SATs). E

- *Evaluate the effectiveness of provision for children with SEND?*

Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support. Children are assessed before they start and when they finish the intervention to enable progress to be measured. The interventions are regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

- *Assess and review the progress of children with SEND?*

Pupil Progress Meetings are held each term where the class teacher meets with the senior leadership team to discuss the progress of pupils in their class. All pupils who are identified as needing extra support are given an individualised *Graduated Approach Plan* which identifies key objectives and actions which are reviewed on an on-going basis. Class teachers, teaching assistants and parents are involved in writing and delivering the plan. Where there is insufficient progress, extra support is arranged from the school's SEN team as well as appropriate external agencies. Pupils with a statement or Education and Health Care Plan will also have an annual review to review their targets.

6. *Who are the best people to talk to in your school about a child's special educational needs?*

If you have concerns about your child you should speak to your child's class teacher initially. You may also wish to arrange an appointment with the Inclusion Manager / SENCO who can discuss support.

*7. What are the different types of support available for children with SEND?*

Quality first inclusive teaching is clearly defined in our school and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the pupil and their families as necessary. Our school offers a range of interventions which support individuals and groups of children with a range of difficulties both academic and physical. Teaching assistants are available to support children during whole class work which is differentiated to meet the children's needs. In addition, our inclusion team may also withdraw a child from class for ½ hour 1-1 intensive sessions.

We also employ a specialist counsellor for one morning a week who can work with children or parents or both on a range of social and emotional issues.

We also work with a variety of outside agencies that provide specialist support, programmes of work and resources.

*8. How will the school ensure ALL staff are aware and understand a child's SEND?*

All teachers are provided with information on the needs of individual pupils so they can plan the learning within our curriculum to ensure that all pupils are able to make progress. Teaching and support staff receive regular training to ensure they understand the needs of the children with whom they work. Lunchtime staff are trained to support children with dietary needs such as diabetes and allergies.

*9. How will the school let a parent/carer know if they have any concerns about their child's learning?*

If a teacher thinks a child might benefit from a Graduated Approach Plan then they will invite the parents in to discuss their concerns with them as soon as possible- the Inclusion Manager /SENCO may also attend where necessary. . We also arrange Parents' evenings in the Autumn and Spring term when the teacher can discuss with parents any concerns they may have.

*10. How is support allocated to children?*

The SEN budget is allocated each financial year. The money is used to provide additional support or resources depending on the learners' needs. We utilise resources to support the strategic aims of our school as well as individual learner's needs. We seek to ensure a 'value for money' service, therefore all interventions are costed and evaluated.

*11. How does the support move between key stages?*

One to one support allocated to a child with a statement will follow a child throughout the school where the statement is maintained. Other support is evaluated termly depending on learners needs and is flexible within the year to ensure all learners who require additional support will receive it.

*12. Which other people and organisations provide services to children with SEND in your school?*

We are able to access a wide variety of services depending on the individual needs of the children these include:

- SALT: Speech and Language Therapy
- EPBST: Educational Psychology and Behaviour Support Team
- IPaSS: Integrated Physical and Sensory Service
- ISSS: Integrated Sensory Support Service
- School Nurse
- Specialist nurses (epilepsy/ diabetic etc)
- Independent external SEN support team
- Autism outreach teachers
- OT: Occupational therapy
- CAMHS: Child and adolescent Mental Health

We also have a School Counsellor who can work with children and/or parents.

*13. What training have staff received to support children with SEND?*

Different members of staff have received different training related to SEND. Training is arranged to ensure staff understand the needs and strategies to support the particular children they work with. Training has included:

- supporting children with Dyslexia
- supporting children with Autistic Spectrum Disorder

- Supporting children with speech and language difficulties
- supporting children with visual impairment
- supporting children with physical and co-ordination needs

*14. How will teaching be adapted for a child with SEND?*

As with all children, close monitoring and assessment allows the teacher to plan for each child's next steps in learning. Teachers and Teaching Assistants within the school understand a range of learning difficulties and are able to adapt their teaching and environment to suite a range of learning styles.

*15. What support is available for parents of a child with SEND?*

We encourage parents to work in partnership with teachers and are always welcome in school to discuss any concerns. Advice will be given about what parents can do to support their child at home. If outside agencies are involved such as the educational psychologist, programmes of work are normally provided that can be used at home. A school counsellor visits school every Thursday morning is there to support families in difficult times.

*16. How is the school's physical environment accessible to children with SEND?*

All areas of the school are accessible to wheelchair users and there are two disabled toilets. The school hall is equipped with a hearing loop for the hearing impaired. We are always happy to discuss any individual requirements.

*17. What facilities are available for children with SEND on the school site e.g. special quiet room, lunchtime club?*

The school offers a wide range of extra curricular activities both at lunch time and after school. These are available for all children to attend irrespective of their needs as adaptations can be made. The school has a number of smaller rooms where children can work and talk quietly if they need a little space and time.

*18. How will children be supported during transitions?*

Many strategies are in place to ensure children's transitions are as smooth as possible. Discussions are held between the current class

teacher and the receiving school to ensure the child's needs are understood. Children will attend a transition day in their new school and additional days are arranged for children who need a little more time. Secondary school staff visit children in school to talk about what to expect and answer any questions they may have. Where a pupil has more specialist needs a meeting will be arranged with parents, the SENCO, the secondary school SENCO and the current class teacher.