

Wellesbourne
Primary and Nursery
School

SEND information Report November 2014

This is the SEND information report for Wellesbourne Primary and Nursery School:-

Welcome to our SEND information report. All governing bodies of maintained schools and nurseries have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This published information is updated annually.

At Wellesbourne Primary and Nursery School we value and are fully committed to working together with all members of our school community. Our local offer has been produced with pupils parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:-

Mr M Helme (SENCo/inclusion Manager) email matt.helme@wellesbourneschool.co.uk

Mrs M Mallon (Headteacher)

Mrs A Abraham (SEND Governor)

If you have specific questions about the Liverpool Local offer please look at :-

<http://www.Liverpool.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>

Alternatively, if you think your child may have a SEN please speak to their Class Teacher in the first instance.

SEND data for Wellesbourne Primary and Nursery School.

In October 2014, 24.9 % of the pupils on roll are on the SEND register. One child has a Statement or an Education, Health and Care Plan (EHC).

These figures are subject to constant variation as pupil's progress and individual needs are regularly assessed and reviewed.

In the past year we have assessed and successfully supported a wide range of pupils with SEND requirements. Including

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)
- Autistics Spectrum Disorder (ASD)
- Dyslexia
- Dyspraxia
- Moderate and complex learning difficulties.
- Behaviour difficulties.
- Hearing impairment

In so doing we have worked closely with Educational Psychologists, behavioural support teachers, paediatric experts, speech and language services, hearing impairment support specialists, and dyslexia assessment teachers to name but a few.

We are proud of our close links with local secondary schools and ensure that everything is done to ensure a smooth and efficient transition between schools which is so important for children with SEND needs.

Identification and assessment of pupils with Special Educational Needs and Disabilities

The school's particular arrangements for assessing and identifying pupils as having SEN also form a part of our published **Local Offer** which was produced in consultation with parents in cooperation with the Local Authority and with due regard to the general duties to promote disability equality.

- We recognise the definition of SEN as stated in the Code of Practice 2014: link below

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEN_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”. (p83)

- The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching. This is known as ‘SEN Support’.
- We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.
- The four broad areas identified within the SEN Code of Practice 2014 (p86) are **‘Communication and Interaction’, ‘Cognition and Learning’, ‘Social, Emotional and Mental Health Difficulties’** and **‘Sensory and/or Physical needs’** and the children are identified largely within these areas. These areas exemplify the range of need for which the school is able to identify and provide support from within the school’s provision.
- The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The school identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.
- The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers’ standards (2012), teachers are guided and supported in this by the SENCO/Inclusion Manager and information is shared appropriately and frequently.
- Although the SENCO has overall responsibility for the identification of pupils with SEN in the school it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning. The SENCO works closely with the school assessment coordinator to interrogate the school tracking data, RAISE online data and FFT.

- At Wellesbourne Primary and Nursery School we also use a number of indicators to identify pupils' special educational needs. Such as:
- Close analysis of data including: EYFSP, termly and yearly assessments, reading ages and annual pupil assessments.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools. Information from other services.
- Very close liaison at the outset with EYFS staff and the SENCO and parents.
- Regular managed key phase meetings.
- Feedback from school mentor.

Evaluating the effectiveness of the provision made for children and young people with SEND.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and learning within Wellesbourne Primary and Nursery School.

Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the **'assess, plan, do and review'** model and **ensure that parent/carers and children are involved in each step**. Before any additional provision is selected to help a child, the SENCO, Teacher parent/carer and learner, **agree what they expect to be different following this intervention**. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and Support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held termly, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan), the same termly review conversations will take place, but the EHC plan will also be formally reviewed annually.

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What is not SEN but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus.
- LAC
- Being a child/young person of servicemen/women
- EAL

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all our learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our School is also monitored by the local authority and Ofsted.