



The Castle Partnership Trust
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Wellesley Park Primary School SPECIAL EDUCATIONAL NEEDS & DISABILITY SEND INFORMATION REPORT

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| Policy | Special Educational Needs And Disability Information Report |
| Date | July 2021 |
| Review | July 2022 |
| Named | SENDCo – Emmaline Hartley-Criddle |
| Address | Wellesley Park Primary School Homefield Wellington TA21 9AJ |
| Email | sch.393@educ.somerset.gov.uk |
| Telephone | 01823 664876 |
| Headteacher | Mrs Carly Wilkins |
| Trust | The Castle Partnership Trust |
| Mission Statement | “Reaching for Success Together” |
| Vision | At Wellesley Park, our shared vision and key values are core to all that we believe in and do. Our teaching and learning will provide an inclusive, varied and stimulating environment, maximising pupils’ attainment and therefore, enabling them to become happy, confident citizens of the future. |
| Signed | |

Our Commitment:

- To identify pupils with special educational needs as early as possible and ensure that all their needs are met
- To maximise the opportunities for pupils with special educational needs to join in with all the activities of the school
- To ensure that all learners have equal access to a rich, varied curriculum which is differentiated to meet individual needs and abilities
- To encourage learners to develop confidence and recognise value in their own contributions to their learning giving them a high self-esteem
- To encourage regular and effective communication between parents and school
- To encourage learners to express their views and be fully involved in their learning
- To ensure parents are informed of their child's special needs and promote effective partnership to involve outside agencies, when appropriate

The Somerset Local Offer

The Local Offer provides information on the services available for children and young people with Special Educational Needs and Disabilities (SEN) aged between 0 to 25 and how to access them.

You can view the Somerset Choices 0-25 website using the link below. **If support is needed to access this report the school office should be notified, and support will be provided.**

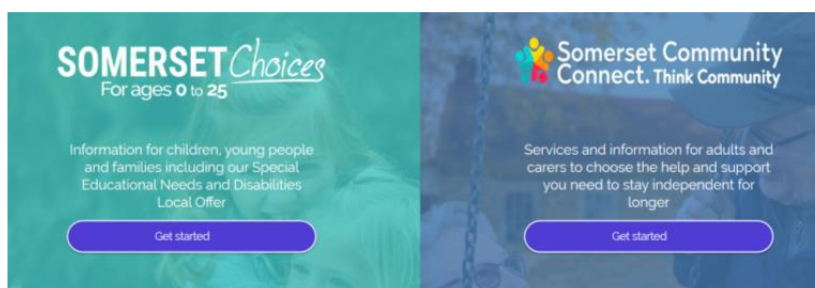
The Local Offer has been produced as a joint effort between Somerset County Council and Somerset Parent Carer Forum and young people's groups in schools and in colleges as well as through commissioned activity through Compass Disability.

The Children and Families Act came into effect in September 2014 and local authorities now publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0 to 25. This is the Local Offer.

The intention is that the Local Offer will improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. By bringing together all the relevant information on services, and through a feedback facility, it will also inform the joint commissioning, by agencies, for children and young people with special educational needs and disabilities.

The Local Offer provides a basis for the local authority to work with children and young people, parent carers, other agencies, and the voluntary and community sector, to develop the offer and keep it under review. This is co-production.

The Local Offer includes information about the provision available in Somerset for children and young people with special educational needs, and those for whom the local authority is responsible, regardless of whether or not they have Education, Health and Care Plans.



<https://choices.somerset.gov.uk/>

| | Universal (All) | SEN Support | High Needs |
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| 1. How does the school know if children need extra help? | <ul style="list-style-type: none"> • Through information provided by pre-school before children transfer to Wellesley Park Primary School and in addition to ongoing and termly data tracking and professional dialogue: • Phonics screening for reading and spelling in Yr1 • Observations • Teacher feedback • Parental concerns • Child concerns • Concerns raised by external supporting professionals such as GPs/Paediatricians • Concerns from other staff such as Teaching assistants / PFSA | <p>The definition of Special Educational Needs and Disabilities (SEND) is: A child or young person with a learning difficulty or disability which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if he/she has (a) a significantly greater difficulty in learning than the majority of others of the same age: or (b) has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. Clause 20 Children and Families Act, June 2014 (Updated 2015)</p> | <p>Any children who have specific needs will have full access to an appropriate curriculum; individualised where necessary, and will be encouraged to fully participate in extra-curricular activities with support if appropriate.</p> |
| 2. What should I do if I think my child may have special educational needs? | <p>In the first instance contact your child's class teacher. He/she will address your concerns, or if required, put you in touch with the SEND Coordinator: Mrs E Hartley-Criddle 01823 664876 sch.393@educ.somerset.gov.uk</p> | | |
| 3. What provision is there for children with special educational needs? | <p>School staff will support all children at a level appropriate to their needs, through effective personalisation within the classroom. This is constantly reviewed & monitored by the SENDCo (National Award for SEND Coordination: lead in school)</p> | <p>Children requiring more specific intervention to access the curriculum may be supported in a range of ways, for example</p> <ul style="list-style-type: none"> • Individual or small group literacy and numeracy programmes • Individual or small group social and emotional development programmes • In class support from a teaching assistant • Individual programmes to meet specific needs | <p>Some children with complex needs require a fully personalised timetable and curriculum support programme.</p> |
| 4. How will I know how my child is making progress? | <p>As a parent/carer you will receive:</p> <ul style="list-style-type: none"> - Parent/Teacher meetings in the Autumn and Spring term - Information about rewards and sanctions - An annual written report in the summer term | <p>In addition, you may also be involved in:</p> <ul style="list-style-type: none"> • Annual SEND Support Review • PEP meeting (held for identified children in Care), which ensures that additional Pupil Premium monies are appropriately targeted. • Early help Assessment Review Meetings (EHA). <p>Home Contact Book</p> <ul style="list-style-type: none"> • Information from specific intervention programmes <p>At any time, you may contact your child's class teacher or the SENDCo for further information.</p> | <p>In addition, you may also be involved in:</p> <ul style="list-style-type: none"> • Annual Review/Multi-Professional Meeting, which includes opportunities for the views of parents/carers and the child relating to Progress, Need & Provision. <p>At any time, you may contact your child's Teacher/Phase Leader or the SENDCo for further information.</p> |
| 5. How do I know what | <p>All teachers are aware of every children's starting point from Key</p> | <p>Annual targets will be assessed against progress during termly</p> | <p>Annual targets will be assessed against</p> |

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| <p>progress my child should be making?</p> | <p>EYFS and are aware of the rate of progress we expect each child to make whilst at Wellesley Park Primary over the 7 years. Progress can vary in each year, but the overall progress is tracked.</p> | <p>pupil progress meetings and staff annual reviews. Progress will be conveyed at the end of bespoke interventions.</p> | <p>progress during termly pupil progress meetings and staff annual reviews. Progress will be conveyed at the end of bespoke interventions.</p> |
| <p>6. How will the curriculum be matched to my child's needs?</p> | <p>Through the provisions of a broad and balanced curriculum (See Website for more information).</p> | <p>Most children follow the same curriculum as their peers, perhaps with minor adjustments. Teachers are expected to support children by personalising the lesson content to meet the needs of all.</p> | <p>Where children have complex needs teachers are supported by the SENDCo and external support/agencies such as Occupational Therapy (OT)/Speech & Language Therapy (SaLT)/Physiotherapy (PT)/Educational Psychologist (EP)/Paediatrics etc.</p> |
| <p>7. What support will there be for my child's overall well-being?</p> | <p>At Wellesley Park Primary we take care to support the mental health and well-being of all our stakeholders.</p> <p>First Aid: arrangements are undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment. Any medications given are logged. Children with medical conditions And/or specific health conditions will have an individual Health Care Plan which will be drawn up in consultation with the SENDCo, parent/carers and other health professionals as necessary. This will outline the arrangements for administering medication and to provide accurate advice for staff, in the event of an emergency. Staff will take note of the Health Care Plans when arranging any curriculum enrichment activity.</p> <p>Safeguarding: If we have any concerns that a child is at risk we will always follow our Safeguarding Policy and procedures. This means the child's welfare is the paramount concern, over-riding concerns for staff and parents/carers. We will involve external agencies if we consider this to be in the child's best interests.</p> <p>Bullying: Wellesley Park Primary is a fully inclusive school with a strict anti-bullying ethos. Children are encouraged to discuss any worries with any member of staff.</p> | <p>All children who are identified with concerns about their well-being will be offered appropriate interventions including:</p> <ul style="list-style-type: none"> -Time to talk with a trusted adult -Mentors -Clubs -Counselling -Rewards -Behavioural Plans -Social Intervention sessions -Emotional Literacy Support Advisor (ELSA) -Opportunities to work outside the classroom in a supported environment -Support from other agencies, as appropriate such as PFSA <p>Children with SEN may have a Key Worker or 1:1, usually a Teaching Assistant, who offers support with organisation, emotional needs and liaises with parents/carers. The key teaching assistant is an important member of staff for children with SEND, as they will constantly monitor children well-being both academically and including their social/emotional health.</p> <p>SENDCo support.</p> <p>Personal Health & Social Education (PHSE) lessons</p> <p>Key TA working with children [1:1] to ensure thorough understanding and comprehension of key strands at the most appropriate level (Keeping Children Safe 2018).</p> | <p>Personal Care Needs are met in a discrete and individual basis in consultation with any appropriate agencies. These will then be reviewed at Annual SEND Review.</p> <p>Research has shown that children identified with an additional need, including Children Looked After, can be more at risk of abuse. Questions addressing their safety will be addressed through the SEND Support/Annual Review process. It is important to acknowledge that children will be monitored carefully, and for parents/carers to see this as a positive move and not accusatory.</p> |

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| | | On-Line Safety – Close working with children (SEN), parents and agencies where appropriate on an adapted and appropriate user agreement. | |
| 8. What Specialist Services are available within, or accessible to the school? | <p>School based:</p> <ul style="list-style-type: none"> -Assessment for 'traits', and support for Specific Learning Difficulties such as Dyslexia and Dyscalculia -Speech and Language support -All teaching and support staff have experience and training of working with children with general learning difficulties, Dyslexia, Autism, Sensory Impairments and behavioural difficulties. -Some Teaching Assistants are trained to provide personal care -Forest School -ELSA -PFSA -SENDCo | <p>External services:</p> <ul style="list-style-type: none"> -EP -Advisory Teacher Support Services - Learning Support; Language and Communication; Sensory; Physical Impairment and Medical Support Team (PIMST) -Child and Adolescent Mental Health Service (CAMHS) -Educational Welfare Service (attendance) -School Nurses -EAL -Integrated Therapy Services, including Occupational Therapy and Physiotherapy -Counselling | <p>External services:</p> <ul style="list-style-type: none"> -EP -Advisory Teacher Support Services - Learning Support; Language and Communication; Sensory; Physical Impairment and Medical Support Team (PIMST) -Child and Adolescent Mental Health Service (CAMHS) -Educational Welfare Service (attendance) -School Nurses -EAL -Integrated Therapy Services, including Occupational Therapy and Physiotherapy -Counselling |
| 9. What training is available to staff supporting children with SEND? | <p>Training for teaching children with Special Educational Needs and Disabilities is considered essential. There is an on-going programme of whole school training in teaching and supporting children including,</p> <ul style="list-style-type: none"> • Specific Learning Difficulties • Autism • Hearing impairment • Visual impairment • EAL • Sensory support • Attachment <p>Support Services, along with other advisory services, provide specialist training for support staff. In addition, there is training in</p> <ul style="list-style-type: none"> • Child Protection (Safeguarding) • First Aid awareness e.g. use of epi-pen, asthma awareness, epilepsy awareness • Disability Awareness • High Quality Teaching • Behaviour for Learning | <p>Individual members of the SEND team may also have:</p> <ul style="list-style-type: none"> -Manual Handling -Team Teach -Anger Management -Self-Harm -Access Arrangements -Assessments for traits of conditions such as Dyslexia -Attachment -sensory processing -Autism -Behaviour for learning -Intimate care -Social stories -Resilience -De-escalation -Positive Handling Plans | <p>Individual members of the SEND team may also have:</p> <ul style="list-style-type: none"> -Manual Handling -Team Teach -Anger Management -Self-Harm -Access Arrangements -Assessments for traits of conditions such as Dyslexia -Attachment -sensory processing -Autism -Behaviour for learning -Intimate care -Social stories -Resilience -De-escalation -Positive Handling Plans |
| 10. How will I be involved in making decisions about and planning for my child's education? | <p>We do encourage parents to be involved in their children's education and expect parents to contact us if they have concerns. Similarly, teachers will contact parents to address issues promptly. Also available:</p> <ul style="list-style-type: none"> -Twice yearly parent/teacher meetings | <p>Parents will be fully engaged in discussions regarding provision at all stages of their time at Wellesley Park Primary School, primarily through SEND Support/Annual Reviews and through Parent Voice documents.</p> | <p>Parents will be fully engaged in discussions regarding provision at all stages of their time at Wellesley Park Primary School, primarily through SEND Support/Annual Reviews and through Parent Voice documents.</p> |
| 11. How will my child be | <p>We encourage all children to participate in enrichment and</p> | <p>Key Adults in working in conjunction with</p> | <p>Key Adults in working in conjunction with</p> |

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| <p>included in activities outside the classroom, including school trips?</p> | <p>extra-curricular activities and we will endeavour to overcome any barriers to inclusion. We aim to make all of our curricular trips and visits inclusive and will always seek to enable the attendance of every child.</p> | <p>parents/children/other staff in order to provide support that allows for purposeful and enjoyable participation.</p> | <p>parents/children/other staff in order to provide support that allows for purposeful and enjoyable participation.</p> |
| <p>12. How accessible is the school environment?</p> | <p>As a school we have worked with outside agencies to improve accessibility and whenever an accessibility issue is identified, we will seek support and guidance to rectify it.</p> | <p>Most areas are accessible and if necessary, we will adjust timetables and/or resources to ensure children have full access to their curriculum.</p> | <p>Individual audits are carried out to meet the needs of children with specific conditions (e.g. Visual Impairment) as appropriate.</p> |
| <p>13. How will the school support my child through transition, both from KS1 to KS2 within school and Year 6 into KS3?</p> | <p>We gather a lot of information about your child during their primary school attendance and also from any external agencies involved. This helps us to make the best possible preparations for moving up to the next Key Stage or transferring to Secondary school (KS3).</p> <p>Wellesley Park Primary School has excellent links with the secondary providers locally, and has a strong tradition of supporting children to ensure the most appropriate transition experience. As children progress through the school, they are given a lot of support from the trusted adults within the school, who will help to successfully personalise support.</p> | <p>This is usually in Year 6, but when a child has more complex needs the process of transfer may begin earlier, sometimes even in Year 4. In addition to the usual induction days for all children, vulnerable children (not necessarily all children with SEND) are invited to extra days in their next school to familiarise themselves with their new surroundings and to take part in a tailored induction programme. This may be individual, or as part of a small group of pupils with similar transition needs.</p> | <p>Personalised (1:1) early transition plans set up with children, families and outside professionals, both before Yr7.</p> <p>High Needs children have transitional Annual Reviews which may include representatives from the destination of choice.</p> |
| <p>14. How are the school's resources allocated?</p> | | <p>As a school we have a SEND team - led by our SENDCo (Deputy Headteacher). Within this team there is a number of Teaching Assistants, whose number varies depending on derived funding from the local authority.</p> | <p>Those children identified with High Needs through the banding process, or with Education Health and Care Plans. These children may have medical, emotional, mental health or social needs and require additional top-up funding to ensure that their needs within school are met.</p> |
| <p>15. How is the decision made about how my child will receive support?</p> | <p>The decision making process is informed by the data and information provided by all agencies involved. Support is then personalised, within available resources, to maximise progress – following a set Graduated Response.</p> | <p>The decision making process is informed by the data and information provided by all agencies involved. Support is then personalised, within available resources, to maximise progress – following a set Graduated Response.</p> | <p>This is regularly reviewed, and in the case of High Needs children discussed with parents at SEND Support/Annual Reviews. Where a children makes good progress, and bridges the gap, support may well be reduced, even to the extent of being taken off the SEND Register. When significant changes to provision occur,</p> |

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| | | | parents are automatically involved. |
| 17. What if I have a complaint? | As per the complaints policy we aim to provide many opportunities to keep you informed and involved in your child’s progress, and we actively encourage communication between pupil - home and school. Co-operation between parents, staff and governors leads to a shared sense of purpose and good atmosphere in the school. However, sometimes misunderstandings arise, but these can usually be sorted out by speaking to the right person. Your concern can then be looked into and a response given. In addition, formal complaints can also be shared directly with the school’s Chair of Governors. | | |

[SEN INFORMATION REPORT SHOULD BE READ IN CONJUNCTION WITH THE SEND & ACCESSABILITY POLICY]