

Wykeham Primary School Special Educational Needs and Disabilities (SEND) Information Report 2016- 2017

This document is intended to give information regarding the ways in which we ensure we support all of our pupils, including those with SEN and/or disabilities, in order that they can reach their full potential.

- We identify pupils with SEND and ensure provision is made in accordance with the Special Educational Needs and Disability Codes of Practice (2015 January).
- We have an appointed Special Educational Needs and Disability Co-ordinator (SENDCO) Mrs. Esther Berryman.
- We invest in whole school and targeted training for staff.
- We ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'teachers of SEND pupils'.
- We provide information on school arrangements for SEND to parents and governors.
- We consider pre-emptive (appropriate in advance) arrangements for pupils' present and future with a disability.
- We publish on our school website our SEND Policy and a description of the arrangements and specialist provisions made for pupils with SEND - including the Access Plan.

Who should I contact if I am considering whether my child should join the school?

If your child has a special educational need or a disability, contact Esther Berryman, SENDCO on 0208 450 8425 who will discuss how the school could meet your child's needs.

Accessibility at Wykeham Primary School

Wykeham Primary School has a wheelchair-accessible entrance to the school in Annesley Close.

Within the building, all classrooms and corridors used by the pupils are wheelchair accessible. There is a lift to the first floor and wheelchair accessible toilets. There is wheel chair accessibility to the playground and the school field.

Depending on the needs of the child, classrooms may be adapted with radio equipment for use with hearing aids. Visual aids may be used in classrooms for pupils with communication difficulties. Tactile and large scale resources may be given to pupils with visual impairment. Staff may support pupils to enable them to eat and drink with their peers. Extra supervision of pupils with mobility problems may be organised to ensure they move safely.

Careful consideration is given to staffing for trips to ensure access to the curriculum and the pupils' safety. All pupils at Wykeham Primary School are entitled to join clubs, and steps are taken to ensure that no child is excluded on the basis of their special educational needs and/or disability.

What kinds of SEND are provided for at Wykeham Primary School?

Types of SEND needs	Whole school ethos and practice for all pupils	Support for pupils with additional needs
Speech language and communication	All staff trained in relevant strategies.	<ul style="list-style-type: none"> • SALT programmes delivered by TA. • SALT therapist intervention • Class based support. • Alternative communication systems- Makaton. PECS • Social skills group. Lunch-time Club
Moderate learning difficulties	<p>Differentiation</p> <p>Teaching resources are accessible and appropriate</p> <p>Multi sensory approach to learning</p> <p>Interactive environment and reasonable adjustments</p>	<ul style="list-style-type: none"> • Curriculum is adapted to meet the needs of pupils • Targeted intervention programmes • Behaviour management plan • Social skills group • Independent learning plan • Specific goals- short steps • Active engagement monitoring and TA hands off approach
Social, mental and emotional health needs	<p>Anti-bullying Policy. Identification and assessment in school.</p> <p>Additional advice and support from outside agencies</p> <p>Adaptations to curriculum</p> <p>Supported to build relationships and engage</p> <p>Circle time/PSHE curriculum</p> <p>Positive behaviour policy</p>	<ul style="list-style-type: none"> • Interventions are implemented, reviewed and revised • Work with parents to refer to CAMHS through the GP, Brent Behaviour Support Service, and Inclusion Service. • Targeted intervention to promote social skills and emotional resilience, lunch time clubs. • Solution Focused Therapy with Trained Staff • Adaptations to physical environment e.g. time out, privacy boards, headphones, • Monitoring in unstructured time e.g. breaks/ lunch
Sensory and Physical needs- hearing/ visual impairment, multi sensory- physical and medical needs	<p>Referrals to Brent hearing impaired service or visual impaired service and provision of specialised equipment.</p> <p>Curriculum is adapted</p>	<ul style="list-style-type: none"> • Targeted intervention and specialist individual therapy programmes e.g. phonics, physiotherapy , • Teaching assistants with relevant expertise • Adaptations to physical environment- enhanced contrast and minimal noise.

		<ul style="list-style-type: none"> • Disabled toilet facilities • Staff consistently use adapted resources and TAs work closely with teachers to support access of the curriculum • Accessibility around the school with ramps and a lift • Trained staff for diabetes, asthma, allergic reactions
Specific Learning Difficulties	Regular monitoring and analysis of pupils attainment and progress to identify pupils with a specific difficulty	<ul style="list-style-type: none"> • Targeted additional provision in Literacy or Maths • Staff trained to deliver the intervention programmes. • Reading schemes for different needs.
Social, mental and emotional health needs	<p>Anti-bullying Policy. Identification and assessment in school.</p> <p>Additional advice and support from outside agencies</p> <p>Adaptations to curriculum</p> <p>Supported to build relationships and engage</p> <p>Circle time/PSHE curriculum</p> <p>Positive behaviour policy</p>	<ul style="list-style-type: none"> • Interventions are implemented, reviewed and revised • Work with parents to refer to CAMHS through the GP, Brent Behaviour Support Service, and Inclusion Service. • Targeted intervention to promote social skills and emotional resilience, lunch time clubs. • Solution Focused Therapy with Trained Staff • Adaptations to physical environment e.g. time out, privacy boards, headphones, • Monitoring in unstructured time e.g. breaks/ lunch
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		<ul style="list-style-type: none"> Personal Emergency Evacuation Plan(PEEP) Trained staff for diabetes, asthma, allergic reactions
Specific Learning Difficulties	Regular monitoring and analysis of pupils attainment and progress to identify pupils with a specific difficulty	<ul style="list-style-type: none"> Targeted additional provision in Literacy or Maths Staff trained to deliver the intervention programmes. Reading schemes for different needs.
Emotional support for pupils	Place2Be	<ul style="list-style-type: none"> Identified pupils meet regularly with the Place to Be counsellor
Emotional support for pupils	Place2Talk	<ul style="list-style-type: none"> Pupils write a note and post it in the Place to Talk post box and they are then given an appointment to talk with the Place to Talk counsellor
How are Children Looked After (CLA) supported?	A Child Looked After (CLA) has a Personal Education Plan (PEP). Mrs Esther Berryman is a designated member of staff in the school for CLA pupils. The CLA pupils' progress and attainment is monitored by the Designated CLA member of staff. A CLA pupil with SEND has identified support in the PEP.	

Who are the best people at school to talk to about my child's SEN?

- **Class Teacher:** responsible for planning the curriculum and differentiation delivering, assessing and reviewing your child's progress
- **SENDCO:** Mrs. Esther Berryman; responsible for coordinating all the support and intervention in the school and keeping parents informed and holding pupil progress reviews. Liaising with all agencies involved with your child.
- **Headteacher:** Mr. Sharpe; responsible for the day to day aspects of the school and all the arrangements for pupils with SEND. The Headteacher has to report to the Governing Body on all aspects of SEND in the school.
- **SEN Governor:** Mrs. Yemi Ogundimu; responsible for making sure the necessary support is made for every child who attends the school with SEN

How well do children with SEN achieve?

All SEN pupils made the expected progress and some made more at the end of the Summer term.

What other documents can I read which explain how Wykeham Primary School meets the needs of children with SEN and disabilities?

The following documents are available on the school's website; The Special Educational Needs and Disability Policy, our Disability, Equality and Inclusion Policy, Safe guarding Policy and our Access Plan. If you would like further information about what we offer here at Wykeham Primary School then please do not hesitate to contact the SENDCO Mrs Esther Berryman by requesting an appointment at the school's office.

Which Outside Agencies support the school in meeting the needs of special needs children?

Outside agencies are contacted by the SENCOs, in the form of a referral, when the need arises for professional guidance, assessment and support. All of these referrals must be signed by parents before support can be accessed.

The following services are regularly used to support children and to train and advise staff:

- Educational Psychology Service
- Speech and Language therapist
- Inclusion Team
- Brent Outreach Autism Team (BOAT)
- Complex Needs Consultant
- Specific Learning Difficulties Consultant
- Physiotherapist
- Occupational Therapist
- Parent Partnership
- Brent Visually Impaired Service (BVIS)
- Brent Hearing Impaired Service (BHIS)
- Social Services
- School Health
- Child and Adolescent Mental Health Services
- Place2Be

Wykeham Primary School's arrangements for assessing the progress of pupils with Special Educational Needs or a Disability.

We are a fully inclusive school that ensures that all pupils achieve their potential personally socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs)

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN and/or disabilities, in order that they can reach their full potential. It may not list every skill resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Pupils are identified as having SEN when their progress has slowed or stopped and/or the interventions and resources put in place do not enable improvement. Once this occurs we have specific needs based plans and pupil profiles which help support their development and accelerate progress.

Pupils at Wykeham Primary with SEN and/or a disability make good progress and achieve in line with other schools nationally. Other useful documents such, as our SEND Policy, Inclusion Policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at Wykeham, then please do not hesitate to contact us directly.

How will I know how well my child is doing at school?

- Open Door Policy - parents are welcome to make an appointment with the class teacher or SENDCO.
- Partnership between parents and teachers - we will communicate regularly with parents and carers.
- Planned termly meetings with the class teacher.
- If your child has an EHC Plan or a Statement of Special Educational Needs, there will be formal meetings where progress is discussed and a report written.

What happens if my child with SEND makes very little progress at school?

Where a child with SEN continues to make little progress, despite the support provided by the school's SEN provisions, including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, we will ask the LA to undertake a statutory assessment of the child's SEN either as set out in the SEN Code of Practice or through a request for an Education Health and Care Plan.

How is the progress made by a child with a statement or EHC Plan reviewed?

If your child has an Education, Health and Care Plan (EHCP) you will be invited to formal meetings where Outside Agencies who support your child will come together with staff to discuss your child and to create an Individual Learning Plan. Annual Reviews will take place each year and your child's progress will be passed on to the Special Educational Needs and Assessment Service (SENAS).

How will my child be given the opportunity to express their views?

We are a Rights Respecting School where we value and celebrate each pupil being able to express their views on aspects of school life. This is carried out in several ways:

- Talking to their teacher;
- Classroom 'Worry Box';

- The school has 'Place to Talk' and 'Place to Be' with a counsellor;
- Pupils with individual plans contributing their views at review meetings;
- If your child had an EHC Plan, their views will be sought before the meeting;
- The open forum of the School Council.

How are children with SEND included in activities available in school for children who do not have SEND?

Children with SEND have the same entitlement to join after school clubs as other children. If necessary, additional support is put in place to aid inclusion. The children are encouraged to be part of the school council so that the SEND children are represented and can voice their views.

How does the school support transition for children with SEND?

Handover meetings are held in July for teachers to share information about the children in their class with the next teacher. Special arrangements are made for those children with autism, as they can find change difficult. These identified children have the opportunity to visit their new class on several occasions in July and are given a transition booklet containing photographs of their new classroom, toilets, playground and teacher to look at with their parents over the summer break. Where children are transferring to secondary school the SENCOs meet members of the SEND department from their new setting. All the children's SEND records are then handed over to the children's new schools. Where necessary additional preliminary visits are arranged.

How are parents involved in the school? How can I get involved?

- We have a Meet the Teacher Evening at the beginning of the academic year along with a report for the School Chair of Governors
- During the year we have a Curriculum Evening for parents and carers to attend and discuss supporting their pupils
- The School has a website with suggestions for involvement and a managed learning platform for parent and pupils
- We have a weekly assembly presented by the pupils followed by a coffee morning for parents
- Parents are invited to attend on school trips and other school events.
- The school organises workshops for parents and pupils
- There is a regular school News Letter.

Who can I contact for further information?

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feel that there is discriminatory practice:

- First point of contact is your child's teacher to share your concerns.

- You can also arrange a meeting with the school SENDCO, Esther Berryman
- Look at the Special Educational Needs and Disability Policy on the school website www.wykeham.brent.sch.uk
- Parent Partnership Service offers independent information, advice and support to the parents / carers of children who have, or who may have, a Special Educational Need. parentpartnership@brent.gov.uk.

Where is the Local Authority's Local Offer published?

All Brent maintained schools have a similar approach to meeting the needs of pupils with SEND and are supported by the Local Authority (LA) to ensure that all pupils, regardless of their specific needs and disabilities, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen.

The LA has described their Local Offer for pupils with SEND in the Brent Schools at www.brent.gov.uk/localoffer

How does the school evaluate the effectiveness of SEND Provision in school?

Pupils at Wykeham Primary with SEN and/or a disability make good progress and achieve in line with other schools nationally. Other useful documents such, as our SEND Policy, Inclusion Policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at Wykeham, then please do not hesitate to contact us directly.

What do I do if I need to make a complaint?

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feel that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs)

This Report is reviewed annually

Next Review is October 2017