



SEND Local Information Report

Wilton Primary is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life. The Special Needs Policy and Local Information Report at Wilton Primary supports the stated ethos of the school in that we believe every child will succeed through experiencing quality in:

- a broad, challenging and enjoyable curriculum
- an enriching programme of extra-curricular activities and visits
- a stimulating learning environment
- a rich, varied and up to date range of learning resources
- innovative teaching and an investigative approach to learning
- an ethos of support, challenge and encouragement to succeed
- learning partnerships between school, home and the community

In order to meet the special educational needs of our children at Wilton Primary School we will:

- Identify those children who have SEND as soon as possible.
- Provide intervention at a suitable level when a child is identified as having SEND.
- Use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum.
- Use resources, including support staff, effectively to support children with SEND.
- Assess and keep records of the progress of children with SEND.
- Work with outside agencies who provide specialist support and teaching for children with SEND.
- Inform and involve the parents of children with SEND so that we can work together to support children.
- Encourage active involvement by the children themselves in meeting their needs through regular feedback and discussion between child & teacher.
- Provide ongoing training for all staff working with children with SEND.

Identification of needs

At Wilton Primary we identify children with SEND as early as possible. Throughout school we monitor and track the progress of all children through an ongoing process of planning, teaching and assessment. Children with SEND may be identified at any stage of this process during their school life.

In the Foundation Stage and Years 1 and 2 the assessments used are:

- Entry to Nursery baseline
- Foundation Stage Profile
- Year 1 Phonics Assessment
- Key words tests
- RWI eight weekly assessments of progress
- P scales for learning and behaviour
- Assertive mentoring assessments
- Half termly assessments of progress
- Pupil progress meetings
- Annual Teacher Assessment sheets for both core and foundation Subjects
- The end of Key Stage 1 SATs tests to support teacher assessment

In Key Stage 2 the assessments used are:

- Ongoing profiles of progress towards objectives in all curriculum areas
- The P scales
- Assertive mentor assessments
- Pupil progress meetings
- Half termly assessments of progress
- Annual Teacher Assessment sheets for both core and foundation subjects.
- The end of Key Stage 2 SATs tests

How does Wilton Primary School know if a child needs extra help?

We know pupils need help if concerns are raised by the child's parents/carers or their class teacher. The identification of Special Educational Needs & Disabilities (SEND) arises as part of our usual practice of teachers meeting with senior leaders, including the SENDCO, on a ½ termly basis in order to monitor and discuss the development and progress of all pupils. These are called pupil progress meetings.

What should I do if I think my child may have special educational needs?

We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance, parents should discuss any concerns with the child's class teacher. This may then lead to a meeting with the class teacher and Special Educational Needs Disability Co-ordinator (SENDCO) Mrs Hill to discuss next steps.

The SEN team at Wilton Primary School

The Special Educational Needs Disability Co-ordinator (SENDCO)

The Special Educational Needs Disability Co-ordinator for Wilton Primary School is Mrs A. Hill, who is also the Designated Lead for Safeguarding, Children Looked After and Head teacher. The SENDCO will:

- Work in conjunction with staff to identify and monitor children who have SEND
- Oversee the SEND records of all children on the SEND register
- Arrange for assessment and liaise with external agencies where appropriate and ensure parents are informed
- Work with the Vulnerable Pupils Governor evaluating information and informing them of any issues.

Vulnerable Pupil Support Team

At Wilton Primary School the needs of our pupils are monitored by:

Mrs A. Hill – SENDCO and Pastoral Lead

Mrs H. Johnson – Literacy, Numeracy & Assessment Lead, Pupil Premium Champion

The SEN Governor

Mr Ed Evans is the current Governor with responsibility for Vulnerable Pupils. Mr Evans has regular contact with the SENDCO and the Senior Management of the school to keep up-to-date with, and monitor the school's SEND provision.

The SEN Support Staff & Teachers

The school employs TAs & Teachers to support the SENDCO in delivering learning programmes within the mainstream setting to children with SEND throughout the school. These TAs & Teachers work with individual children and with small groups on specific intervention programmes. They meet with the class teacher to assess, plan, do and review, and to adapt the learning programmes they are delivering, if necessary. This is then reviewed with the SENDCO during Pupil Progress Meetings

Children with statements of SEND or an EHCP will receive additional support and may have funding delegated by the LA for this purpose.

Wilton Primary also monitors attendance and works on a daily basis in school with individuals and small groups to support their emotional and behavioural needs. The SENDCO meets regularly with the HLTA to identify any issues that need addressing.

How will school staff support my child?

The classroom teacher will take responsibility for the daily provision for your child and will be supported and advised by the school SENDCO where necessary. The teacher will discuss with you any support that they think is needed, that is additional and different to what we would offer to children as part of our usual practice. If you and the teacher identify a need for a specific in-school assessment or involvement from any outside specialist services, then the SENDCO will talk to you about this and seek your permission to proceed. The SENDCO then becomes the lead person for working with outside services and keeping you, and everybody in the team around your child, informed of key events and information.

How is the decision made about what type of and how much support my child will receive?

Each child is assessed individually according to the SEND Code of Practice and Local Authority guidance and a personalised support programme will be developed.

All class teachers meet with the Head teacher/SENDCO and Assessment Lead six times during the school year to discuss pupils' progress. We also look closely at the provision in place and the effectiveness and impact on the child's learning.

Additional assessments from outside services, such as an Educational Psychologist, Behaviour Support Service, Learning Support Service, and a Speech and Language Therapist, will help us decide what type of support and resources are needed.

Some pupils will also have a School Based Plan and these will be reviewed with you twice a year. Pupils with a Statement or EHCP will have an annual review.

Curriculum

All class teachers, the SENDCO and support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- Differentiation of the curriculum to match tasks to ability.
- Grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- Use of TAs to provide additional support within literacy and numeracy lessons.
- Small withdrawal group and 1:1 teaching by support staff.
- Accessibility to resources to support pupils with sensory or physical difficulties.
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment, iPads.
- Disapplication to tests if not appropriate.
- Peer group support through mixed ability grouping, paired reading and "buddy" systems.
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- Access to extra-curricular clubs, and to the social life of the school.
- In-Service training for all staff on the needs of children with SEND.

How will the curriculum be matched to my child's needs?

High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs.

Accessibility - How accessible is the school environment?

In line with the 2002 SENDA and the 2006 Disability Discrimination Act (DDA) the Headteacher and Governors of the school have put in place an Accessibility Plan and a Single Equality Duty Statement and Policy, these are available on request from the school office.

Wilton Primary is on a level site with easy access to all areas, both inside and outside, for children with mobility or visual problems. We ensure that the learning environment is fully accessible and inclusive for all learners.

Parent Involvement

Parents of children with SEND are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's SEND Support Plan three times a year and are invited to review progress towards the targets at the class Parent's termly meetings. Class teachers and the SENDCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

The LA has a SEND Family Liaison Officer who acts independently of schools to inform and support parents of children with SEN.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

We have an open door policy for any daily information that needs to be shared between school and home. Parents can arrange a more private meeting with the class teacher or with the SENDCO if there is anything that needs greater discussion. In some instances, a home-school communication book may be used.

Parent consultation afternoons take place three times a year and there is also an opportunity to discuss your child's end of year report.

Parents are given information about the level children should be working at for their age and also about the expected rate of progress for maths, reading and writing. Outside services involved with some children provide reports and information about attainment and expected progress for health based needs, such as speech and language or physical development.

If a child is identified as needing an individual School Based Plan to support their education then parents will be involved in helping the school to create this, and then in reviewing targets at regular intervals, usually twice a year or more if needed.

How are parents and carers involved in the school? How can I be involved?

It is our aim that the school works in close partnership with parents and maintains regular and purposeful communications between school and home. Communication tools include:

- the school website: www.wiltonprimary.co.uk
- regular newsletters informing parents of dates, events and items of school news
- text messaging service.
- parents also receive a progress report three times a year.

Overall Well Being - What support will there be for my child's overall well-being?

We are an inclusive school. We welcome and celebrate diversity. All staff believe that children's high self-esteem is crucial to their emotional well-being and academic progress. We have a caring understanding team who look after all our children.

Trained paediatric first aiders are available in school (please see the school's health and safety policy for more information about this). If your child needs medication to be administered in school then you are asked to provide details of this at reception. The school nurse is available for advice and will write a health plan with the SENDCO, when a child has specific medical needs.

The school has a system of sanctions and rewards for behaviour management for all children (please refer to the school Behaviour Policy for more information about this). Additional behaviour management plans or risk assessments may be used where needed, to support individual children who are experiencing particular difficulties. The school also participates in events such as Anti-Bullying Week.

The school runs a system of play leaders and buddies to support social skills development at lunchtimes. These focus on building children's self-esteem and developing social skills such as turn-taking.

Specialist Services - What specialist services and expertise are available or can be accessed?

There are a range of agencies that work in schools. These include:

- Educational Psychology Service
- Specialist teacher for sensory impairment, communication disorders or for physical disabilities
- Medical services, including School Nurse, Occupational Therapy, CAMHS, TAMHS
- Social Services, including Early Help, Looked After children, Child Protection & Children In Need
- Traveller Service, Multi-Cultural service
- Learning Support Base, Speech & Language Base
- Learning Support Service
- Behaviour Support Service
- Speech and Language Therapy

Staff Training - What training have the staff supporting children with SEND had, or are having?

Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend external courses. The school governors are also informed of courses on disability and SEND issues and are invited to attend.

The SENDCO regularly attends regular meetings on SEND issues run by the LA/SEND advisory team to discuss local and LA issues which affect SEND provision.

The TAs employed by the school also attend courses run by the LA, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.

The SENDCO leads INSET sessions for the school staff on specific SEND issues.

Activities outside of school - How will my child be included in activities outside the classroom, including school trips?

All pupils whether they have a special educational need or not will be involved in the full life of the school.

This includes the following:

- Trips
- Homework
- Clubs
- Assemblies
- Plays/productions
- Extended provisions/breakfast club
- Swimming
- Sports teams
- Residential

Risk assessments are carried out for school visits including residential trips and reasonable adjustments will be made where required. Where needed the risk assessment would include a meeting with parents as well as taking account of any medical advice. The destination of these trips will be taken into account when assessing the needs of all children. On some occasions an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary. After school clubs are available to all pupils. Health and safety audits are conducted to ensure that the school provides a safe environment for all pupils.

Transition - How will you prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school, we will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school, information will be passed on to the new class teacher and a planning meeting will take place with the new teacher to discuss your child's strengths and difficulties and the strategies that have been successful. Provision maps, School Based Plans and Statement objectives/ Education Health Care Plans will be shared with the new teacher.

In Reception:

- There are induction events during the summer term for all children who are joining the Foundation Stage in September.
- The SENDCO may arrange additional visits for children identified as having SEN and additional meetings will be arranged with parents and any other agencies who have been involved with your child, such as the Early Years Teaching and Support Service.

In Year 6:

- The Year 6 teacher and/or SENDCO will discuss the specific needs of your child with the SENDCO/ Inclusion Manager of their secondary school.
- The new school are invited to attend any reviews that we hold before your child transfers to them.
- Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

SEND Resources - How are the school's resources allocated and matched to children's special educational needs?

The school budget received from the Local Authority includes money for supporting pupils with SEND. The Head teacher and School Business Manager then decide on the budget for SEND in consultation with school Governors and based on the needs of pupils in the school. The school may receive an additional amount of 'top-up' funding for pupils with higher level needs. The school will use its SEND funding in the most appropriate way to support your child. This support may include some individual or small group teaching assistant support but this may not always be the best way to support your child. The funding may therefore be used to put in place a range of support strategies. SEND funding may also be used to purchase specialist equipment or support from other specialist support services etc. There are regular meetings to monitor the impact of interventions and SEND provision and the Governing Body is kept informed of funding decisions.

Further Information - Who can I contact for further information?

The class teacher is the first point of contact but parents are also welcome to contact the SENDCO directly about any concerns.

Useful contact details:

Head teacher/SENDCO: Mrs A. Hill

office@wiltonprimary.org.uk

01642 453374

If you are considering applying for a place at Wilton Primary School and your child has special educational needs, then the first action to take is to telephone the school and arrange an initial visit with the Head teacher/SENDCO, who will be very happy to meet with you.

Pupils with Special Educational Needs will be admitted to Wilton Primary in line with the school's admissions policy. In line with current policy a place at Wilton Primary is available to a child with SEND provided that:

- a) The parents wish the child to attend the school.
- b) The child's special educational needs can be met by the school.
- c) Other pupils will not be disadvantaged.
- d) Resources will be used efficiently.

The school is aware of the statutory requirements of the SEND disabilities act and will meet the acts requirements.

Wilton Primary has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- In the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- In the terms on which the responsible body offers pupils admission to the school
- By refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled. (Disability Rights Commission: Code of Practice for Schools 2002)

If the school is alerted to the fact that a child may have a difficulty in learning or behaviour they will make their best endeavours to collect all relevant information & plan a relevant differentiated curriculum.

Glossary of abbreviations

ASD Autistic Spectrum Disorder

CAMHS Children and Adolescent Mental Health Service

COP Code of Practice

EHCP Education Health Care Plan

EYFS Early Years Foundation Stage

HI Hearing Impairment

INSET In Service Training

KS Key Stage

LA Local Education Authority

MLD Moderate Learning Difficulties

PD Physical Disabilities

PIVATS Performance Indicators for Value Added Target Setting

SATs Standardised Attainment Tests

SEMH Social Emotional and Mental Health

SEND Special Educational Needs & Disabilities

SENDCO Special Educational Needs & Disability Co-ordinator

SENDA Special Educational Needs and Disability Act

SLD Severe Learning Difficulties

TA Teaching Assistant

TAMHS Targeting Mental Health in School

VI Visual Impairment