



Weston Mill Community Primary Academy

SEND Information Report – 2017/18

Vision Statement:

Weston Mill Community Primary Academy is committed to providing an appropriate and high quality education for all of our children. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We want our children to be confident, happy and healthy individuals, successful learners and responsible citizens.



What is SEN?

The special educational needs code of practice (2015) says that:

“A child or young person has SEN (Special Educational Needs) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Have a significantly greater difficulty in learning than the majority of other of the same age:

Or

- b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

(SEN Code of Practice 2014 p15-16)

A child with SEN will be recorded on our SEN register and will have an IEP (Individual Education Plan) which will be jointly agreed with the teacher, child and parents/carers.

In addition they may need the following:

- Special resources to help them in the classroom.
- To be part of a small group with an adult to help them with their work, their social skills or their emotional well being.
- To work with someone specially trained to help them in the area that they need
- To have a One Page Profile which tells all the adults working in school what the pupils strengths are and how they would like to be supported.

The four main areas of difficulty identified in the Code of Practice are:

- **Communication and interaction** – this includes speech and language and social communication difficulties, which includes Autism.



- **Cognition and learning** – this is where a pupil is learning at a slower pace than others in their year group.



- **Social, emotional and mental health** – this includes pupils with challenging behaviour, anxiety, ADD (attention deficit disorder), ADHD (attention, deficit, hyperactivity disorder) or attachment disorder.



- **Sensory and/or physical needs** – this includes hearing difficulties, visual difficulties, mobility difficulties and sensory processing difficulties.



A pupil may have difficulty in one or more of these areas.



Learning Knows No Bounds

Who is the person responsible for SEN and Inclusion, and how do I contact them?

Mrs Julia Down is our Inclusion Co-ordinator (INCO) which includes the role of Special Educational Needs Coordinator (SENCO), and can be contacted through the school office.

Mrs Down leads a team of specialist Teaching Assistants who support identified children.

The team includes:

Mrs Sharyn Seaman – THRIVE Practitioner and ELSA (Emotional Literacy Support Assistant)

Mrs Maria Pellow – THRIVE Practitioner

Mrs Lisa Bunker – ELSA

Mrs Kay Wilkins – English as an Additional Language Teaching Assistant (EAL TA)

Mrs Katy Dow – Family Support Advisor (FSA)

Who can I contact for advice and support for my family?

Mrs Katy Dow is our Family Support Advisor (FSA) and can be contacted through the school office.



PIASS – Plymouth Information Advice and Support for SEND can provide impartial and confidential information and support for parents and carers which can include:

- Helping with reports, letters and any paperwork
- Attending meetings
- Signposting to other groups or organisations.
- Visiting schools to help with making informed choices.



How will the school know my child needs special educational provision?



- Little or no progress is being made. Teachers will know this because:
 - They continually assess the children as part of their daily teaching. If needed, some children will then be taken for booster sessions as part of a small group or on their own with an adult.
 - They meet at least three times per year to look at the progress all pupils are making and identify any who are not making progress or who have made slower progress, so that they can support them.
 - They will review support and interventions (extra group sessions) every 6-8 weeks to make sure progress is being made.
- School will be alerted by parents with their concerns.
- School will be alerted by other professionals working with the child or family outside of school.

How can I let the school know I am concerned about my child?

- First, talk to your child's teacher. If necessary, they will talk to the SENCO about your concerns. The teacher will let you know what will happen next.
- If you are still concerned you can ask to meet with the SENCO.
- You could also ask to see the Head of School or the Assistant Head of School.

How will the school let me know if they have any concerns about my child's learning?

- The class teacher will talk to you.
- Any concerns will be shared at Parents' Consultation Evenings.
- You will be invited to a meeting in school with relevant staff.



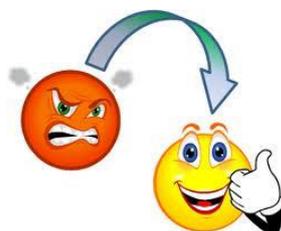
What are the different types of support available for children with special educational needs?

- Teaching that is personalised to the child.
- Resources that are personalised to the child.
- Small group / individual work:
 - Curriculum booster groups
 - Social skills / friendship groups
 - Motor skills groups
 - Emotional Literacy support groups (managing emotions, self esteem, friendships, anxiety and bereavement)
 - The THRIVE Program (addressing developmental gaps which may be the result of early trauma / difficulties)
 - Individually designed interventions
- Individual work with an adult (teacher, teaching assistant, pastoral support worker)
- School Speech and Language Therapist (employed by the school through the Dame Hannah Rogers Trust)
- Sometimes we access support from other people outside of school, these include:
 - Multi-agency support team (MAST)
 - Communication Interaction Team (CIT)
 - Plymouth Advisory Team for Sensory Support (PATSS)
 - Educational Psychologist
 - Plymouth Information Advice and Support Service (PIASS, formally Parent Partnership)
 - School Nurse
 - Child and Adolescent Mental Health Service (CAMHS)
 - NHS Speech and Language Team



More information about the Local Authority's Local Offer for children and young people with SEN and their families as well as the above services can be found on the Plymouth Online Directory (POD).

<http://www.plymouthonlinedirectory.com/>



How are the adults in school helped to work with children with SEN?

- The SENCO is a qualified teacher who has undertaken the SENCO Accreditation, and has the skills and experience to work with and support staff and children with SEN.
- Staff training takes place regularly to help all staff understand and teach children with SEN.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of the children.

How do parents/carers and children with SEN share their views and concerns and work with the school?

- Surveys and Questionnaires.
- Parent Consultation Evening.
- IEP Review Meetings held three times per year.
- The summer term IEP review is with both the current class teacher and the receiving teacher (where possible) for ease of transition.
- Regular meetings, including EHA (Early help Assessment), TAM (Team Around Me) and TAF (Team Around the Family) meetings
- Annual Reviews for pupils with EHC (Education, Health and Care) plans.
- School council.



If I have a query about the support my child receives, what do I do?

- In the first instance, talk to your child's teacher.
- Ask to meet the SENCO.
- Ask to meet the Head of School or the Assistant Head of School.

If I am not happy with the support my child is getting what can I do?

- Talk to your child's teacher.
- Ask to meet with the SENCO.
- Ask to meet with the Head of School.
- Request a copy of the Discovery Mat's Complaints Policy from the school office.

What happens when my child moves from class to class or to another school?

- All children make visits to their new class and teacher in the summer term.
- Class teachers meet in the summer term to pass on information about all pupils and their individual needs.
- Some children will require an internal enhanced transition, which includes a transition booklet to take home over the holidays with pictures and information about their new class or school and additional visits to the new class if required.
- Some children have a One Page Profile which is updated in the summer term telling their new class teacher and support staff about their strengths and what they need in school to help them.
- All information about a child is passed to new schools but an external enhanced transition will be required for some children, which involves meeting with the SENCO of the new school to pass on information.



How accessible is the school for my child with SEN?

- The school is set out across two floors with classrooms situated on both floors.
- Four stairways and a lift provide access to the first floor.
- There are two designated parking spaces for Blue Badge Holders.
- A disabled toilet is located in the reception area.
- Weston Mill accessibility plan is available at <http://www.westonmill@plymouth.sch.uk>



Where can I find information about the school's approach to pupils with SEN?

- Full details can be found in the school's SEND Policy, which is available on the school website <http://www.westonmill@plymouth.sch.uk>