

**DRAFT Special Educational Needs Information Report for William Westley CofE
Primary School 2014-15**

Part of the Cambridgeshire Local Offer for Learners with SEN

What kinds of special educational needs might the children at William Westley Primary have?

At William Westley we understand that the educational needs of every child are different and we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress. The four broad areas of SEND are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs. At William Westley we aim to allow all children access to a full curriculum, and emphasise the need to raise the achievements of all children whilst encouraging them to become independent learners.

How are children with Special Educational Needs identified and assessed?

At William Westley children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting or other external agencies.
- Tracking information – monitoring each child's progress according to age expected levels.
- School based assessments carried out initially by the class teacher.
- Further school based assessments carried out by the SENCO where concerns are raised.
- Progress of all children is reviewed formally with members of the Senior Leadership Team every term in reading, writing and numeracy, through pupil progress meetings.
- Concerns raised by parents, school staff or the pupils themselves.
- Health diagnosis.

What are the different types of support available for children with SEND in our school?

Class teacher input, through targeted classroom teaching (Quality First Teaching).

For your child this means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve strategies like using more practical learning.
- That specific strategies, which may be suggested by the class teacher, the SENCO or an outside agency, are in place to support your child to learn.

Specific group work

The teacher carefully checks your child's progress and decides that, if your child has a gap or gaps in understanding/learning, additional support may be needed for him/her to make the best possible progress. Details of our current Strategies and Interventions are attached, see appendix 1. For our interventions we use one-to-one teacher or teaching assistant (TA) support and/or group support with teachers or TAs who have undertaken additional training.

Specialist groups run by outside agencies

This means a pupil has been identified by the SENCO/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority Provision delivered in school
- Specialist Teaching Team
- Educational Psychology Service
- Parent Partnership Service
- Speech and Language Therapy Service (SALT)
- Health Provision delivered in school
- School Nurse
- Occupational Therapy
- Paediatrician
- Specified Individual support

Children with the most complex and severe special needs may require a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

How can you let the school know that you are concerned about your child's progress in school?

Parents are actively encouraged to be partners in their child's education.

Parents have the opportunity to consult:

- On a daily basis via home school books
- At any time by making an appointment with their child's class teacher or the SENCO
- At parent/teacher meetings twice a year
- Where applicable, annually at their child's Statement/EHCP review

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the SENCO who can be contacted by email

(ltuckwell@williamwestley.cambs.sch.uk) or phone or can arrange to meet with you by appointment

School telephone number: 01223 832176

School email address: office@williamwestley.cambs.sch.uk

How will the school let you know if they have concerns about your child's progress?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail.

How are staff in the school helped to work with children with SEND, and what training do members of staff have?

Class teachers and TAs receive a range of training as part of their ongoing professional development and to respond to the needs of the individual children they are working with. For example, some members of staff have basic training in Autistic Spectrum Conditions, Numicon (a resource to help children learn numeracy in a practical way), de-escalation strategies and positive handling techniques where appropriate and many other specific learning difficulties.

How is William Westley accessible to children with SEND?

- The school is fully compliant with the Equality Act requirements.
- The school is on one level with easy access and double doors where appropriate.
- There is a suitable toilet for the disabled and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- Access to the full curriculum of the school is ensured for all by the careful differentiation of work by the class teacher. Through careful planning the teacher will define what the pupil is expected to learn and direct the support of Teaching Assistants.
- After-school provision is accessible to children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

How are pupils involved in their own education?

All children, regardless of SEN, are aware of their next steps through discussions with those working with them and through their learning ladders. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

How will we support your child during transition from one learning environment to another?

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

- The Foundation Stage leader will visit pre-schools when appropriate and attend annual reviews for pre-school children.
- Parents will be invited to attend an information evening.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for the change in education provision.
- We pass on all records about your child as soon as possible. A TA may accompany children on additional visits to new schools.
- Within school, information is transferred to the new class teacher and a transition meeting takes place.

Complaints Procedure

The arrangement the governors have made for dealing with a complaint from parents of children with Special Education Needs is exactly the same as for any child within the school. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on the policies page of the school website or on request from the school.

Contact details:

SENCo – Laura Tuckwell

ltuckwell@williamwestley.cambs.sch.uk

Headteacher – Paul Bryant

head@williamwestley.cambs.sch.uk

SEN Governors

Mary Sutcliffe

Judith Quarrie-Roberts