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## Wareham St Mary's CE Primary SEND Information Report

### Overview

Here at Wareham St Mary Primary School, we have high aspirations for all children, whatever their ability or needs. We want all children to feel included and that they are a valued part of our school community. Through appropriate and effective provision, we respect the fact that children:

- have different educational, social, emotional and physical needs.
- need different approaches to learning.
- learn in different ways and progress at different rates.

We provide support across the four areas of need, as laid out in the SEN Code of Practice 2014:

- Communication and Interaction (Speech and Language difficulties, Autistic Spectrum)
- Cognition and Learning (Moderate and specific learning difficulties e.g. dyslexia, dyspraxia.)
- Social, Emotional and Mental Health (ADHD, Attachment)
- Sensory, Medical and Physical needs (hearing/vision/sensory and other impairments or needs)

The SEN Code of Practice 2014 describes a graduated approach that recognises that pupils learn in different ways and have different needs.

### Identification and Assessment of Pupils with SEND

We follow a **graduated approach** to assessing, identifying and providing for pupils with SEND.

We identify and assess children in the following ways:

- We use information passed to us from a previous nursery, pre-school, former school/setting, professionals or parents.
- On entry, we use baseline testing for core skills such as phonics, reading, writing and numeracy. Assessing other personal developmental areas for EYFS children enables us to identify each child's ability in different areas so that we are able to monitor and track progress carefully.





- Reading and spelling ages are carefully tracked throughout the School.
- Specific assessment tools, for example, YARC and HAST to identify specific areas of concern with literacy and maths development.
- Core data is tracked each term by class teachers using NFER assessments and DC Pro to identify and address any gaps or barriers.
- The class teacher and any other adult working with your child will observe and give feedback to the SENDCo.
- Statutory test results are analysed carefully to track progress between the
- EYFS baseline (Year R), Phonics Screening Test (Year 1), KS1 (Year 2) and KS2 tests (Year 6). We may also use the Multiplication Tables check for Year 4.
- Use assessments, reports and reviews from external agencies such as Education Psychologist, SENSS, Speech and Language, Behaviour Support.

### Provision - Teaching & Learning

All children in school are provided with **Quality First Teaching**. Class teachers plan lessons and topics according to the class curriculum map (detailed on the website), taking into consideration specific needs of all children in the class, ensuring that all needs are met and all children have access to the curriculum. All lessons offer challenge and support necessary for each child to learn and progress. Specific resources and intervention strategies will be used to support children individually and in groups. Planning and teaching will be adapted on a daily basis, if needed, to meet each individual's needs (e.g., pre-teaching of concepts)



If, despite interventions, a child is making significantly slower progress than the rate of progress of peers when starting from the same baseline, or if a child fails to match their previous rate of progress, he/she will be placed on the SEND register. This will follow discussions with parents/carers and appropriate school staff.

### Stages of Support for Children on the SEND Register

As a school, we follow the statutory National Curriculum (2014). Work is adapted accordingly within class and additional support is provided, if necessary, to enable your child with additional needs to access all aspects of the curriculum. Some pupils also require the structure of their day to be personalised to meet their sensory and/or social and emotional needs to ensure they can access the curriculum and maximise their full learning potential. At Wareham St Mary Primary we are able to create a personal/visual timetable for your child if this is needed.



## We plan our support (Provision Map) in 'Waves' 1 - 4:

### 1. Quality First Teaching (QFT) and Monitoring

As outlined above, your child will first and foremost be taught in class carrying out activities planned by his/her teacher to give support. Interventions are arranged, delivered and monitored by the class teacher and/or teaching assistant. Progress made by Wave 1 pupils is monitored by the class teacher, SENDCo and/or nominated teaching assistant each term to identify if progress plateaus or dips and if any additional support may be needed.

### 2. SEND Support - Early Intervention

If your child is identified as needing further support, he/she will be placed on the SEND register and receive support over and above the support offered through QFT. The support is provided by staff in school, such as a teacher, the SENDCo, or a trained teaching assistant, through targeted small group support or evidence-based interventions.

### 3. SEND Support - Higher Needs

As above, but with additional, targeted or specialised interventions as required for the individual child's needs. This may involve access to external or highly trained professionals e.g. the SENDCo, or Speech and Language Therapists (SALT), or further specialist resources/devices being provided; for example, for children with visual or auditory needs. These pupils are more likely to then require an EHC needs assessment.

### 4. EHCP (Educational Health Care Plan)

Your child will have further assessments by external professionals, such as specialist teachers for the locality and/or the Educational Psychologist (EP), and may be given access to a more personalised curriculum to support his/her needs if required, depending on the actions identified in the EHCP. An annual review is held to look at provision, progress and needs and to amend the EHCP where necessary. Your child will be asked to contribute his/her views at the annual review to make the plan personal and fitting for your child.

## Provision - Funding and Types of Support

We use our SEND budget in a number of ways to enhance the teaching and learning provided for all pupils, including those identified on the SEND register. This includes funding a number of experienced staff, including those with specialist skills and knowledge, as well as funding evidence-based interventions to support both children's learning and emotional health. Examples include, but are not limited to:

- **ELSA**- Emotional Literacy Support Assistant sessions
- **Designated Mental Health Leader** - drop-ins



- Individual **'meet and greet'** sessions
- **Forest School**
- **Specialist Teacher programmes** e.g. strategies adopted by teachers to support children with dyslexia and dyscalculia
- **Speech and Language** interventions run by either teachers/TAs and/or external professionals
- **Social Stories** and **Social Speaking** games and activities
- **Visual Timetables**
- **Learn to Move** - sessions with a small group of pupils to help develop both gross and fine motor skills, spatial awareness, balance and coordination, visual tracking and perceptual skills
- Phonic, spelling and reading booster sessions e.g **precision teaching, inference**
- Numeracy interventions - **First Class at Number (KS1)** and **Success at Arithmetic (KS2)**
- **Individual work spaces/stations** and **'safe areas'**
- **Individual Risk Assessments** for daily activities and trips and modifying activities accordingly to ensure participation on residential and for other enrichment opportunities etc.
- **Additional Support** e.g. for **structured playtimes**, or use of a **quiet zone** such as **The Hive**
- **Small group or personalised sports coaching** for confidence building and developing dexterity and resilience for identified children

### Provision - Monitoring Impact and Feedback

We use DC Pro to monitor and track progress, in the core subjects, made by every child in school, which is updated at termly tracking points throughout the academic year. This, along with meaningful and purposeful marking of each child's work, ensures that we are able to provide you with up-to-date information regarding your child's progress.

For some pupils we may also use 'Small Steps' assessments, too, as they break down larger assessment statements into small steps. Teachers record the small steps the pupils make and use these steps to build a bigger picture of the pupils' learning and achievements.

The SENDCo regularly checks on the impact of support packages and targeted interventions for pupils on the SEND register on a half-termly and termly basis. The progress of children with SEND is discussed with individual staff members and the Senior Leadership Team. Actions and next steps are then planned for accordingly. Class teachers also monitor impact of interventions using their class provision maps and Personal Learning Plans (PLPs) for children who are on the SEND register.

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Parent consultation events will keep you up-to-date with your child's progress in each subject. Class teachers will arrange SEND progress reviews with you three times a year to discuss and review your child's targets and provision. Your child should also be invited to be involved in reviewing and setting SMART targets. For these meetings, we use the 'assess, plan, do, review' model, which is reflected in our Pupil progress plans.

### Parental Partnerships

In addition, the SENDCo also offers sessions to discuss the provision in place for your child, by appointment only.

If outside agencies are involved in assessing your child, the SENDCo will arrange a meeting to discuss the process. Outside agencies can also call a TAC (Team Around the Child) or TAF (Team Around the Family) meeting if felt necessary. There may be opportunities for you and your child to be provided with more targeted support from external professionals, too, if your child has particular identified needs that require specialist support, e.g. from our locality team.

### Provision - Engaging in Activities with Others

All children are encouraged to attend events and trips, as well as activities in and out of school to develop self-confidence and widen skills whilst interacting with peers. In addition to the activities available as part of the school's curriculum, there are a number of opportunities for all children, including those with SEND:

- Extra-curricular clubs e.g. football, multi-skills and choir
- Breakfast Club
- After-school Club
- Residential trips and educational visits
- Visitors to school e.g. to support topics/worship
- Peripatetic music lessons



If you feel that your child would like to take part in extra-curricular activities or you would like to find out more, then please speak to staff in the school office.



### Provision - Social, Emotional Development and Support

We ensure that all children are supported socially and pastorally by staff, who know the children well.

- The SCARF PSHE programme is delivered as part of the curriculum across the school. It provides a framework and ideas for developing social and emotional skills across subjects and outside the classroom.
- RE and worship enable further times for reflection and discussion about a range of issues locally, nationally and globally.
- We promote and celebrate excellent attendance with rewards.
- We have a fully trained Emotional Literacy Support Assistant (ELSA), who works closely with children who need additional support as well as a Designated Mental Health Champion (SENDCo). The ELSA supports identified children on a 1-1 basis, sharing strategies with class teachers and TAs under the guidance of the Designated Safeguarding Lead (Headteacher) and the Designated Mental Health Champion (SENDCo) according to specific needs.
- The Headteacher/SENDCo has completed Lead Mental Health training.
- Team Around the Family (TAF) and Team Around the Child (TAC) meetings are organised, when necessary, by the Designated Safeguarding Lead and/or the SENDCo, which may involve drawing on further support from Social Services or the School Nursing Team.
- The SENDCo is also fully trained and the Headteacher is an experienced Designated Teacher for children who are looked after or post-adopted.
- Mosaic counsellors are fully trained external professionals who provide support for bereaved pupils.

### Pupil Voice

We use a person-centred approach here at Wareham St Mary Primary. We believe it is crucial that children on the SEND register take part in the target-setting process, as well as involvement in evaluation and reflections about progress made and next steps.

Other ways the children are involved are:

- School Council meetings
- Annual Reviews of EHCPs
- Personal Interviews
- Pupil Questionnaires
- Pupil View / 'All About Me' forms
- Personal Education Plans (PEPs) for Children in Care (CiC)
- Worship session



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### Anti-Bullying

We are a School with a strong Christian ethos and values. Anti-bullying measures are addressed in PSHE lessons and through worship and each class also has a list of adults they could talk to in school. Incidents of bullying are taken very seriously and actions put in place to support both the bullied party and the person carrying out the unwanted actions or words.

If you feel that your child is bullied as a result of his/her special educational needs, please contact the class teacher immediately. Please contact the SENDCo/Headteacher if concerns continue. Refer to the '**Anti-Bullying Policy**' on our website for further details.

### Key Personnel

The designated person with **overall responsibility for SEND** is

**Miss Hayley Fowler, SENDCo.**

The person responsible for developing **Individual Healthcare Plans (IHPs)** for pupils with SEND is:

**Miss Hayley Fowler, SENDCo** in liaison with **Mrs Ruth Harris/ Mr Matthew Taylor.**

The school's **paediatric first aiders** are:

**Mrs Ruth Harris and Mr Matthew Taylor**

The School's **Designated Mental Health Champion/First Aider** is

**Miss Hayley Fowler**

The **Governor** with specific responsibility to oversee the arrangements to support pupils at School with SEND and medical conditions is:

**Mr Les Small**

The **Designated Safeguarding Lead (Level 3)** and **Designated Teacher for Looked-after and Post-adopted Pupils** is:

**Nicole Davids**, Headteacher.

The **Deputy Designated Safeguarding Lead** is:

**Miss Hayley Fowler** (SENCo)

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The **Governor** with specific responsibility to oversee Child Protection policies and procedures, including for Children in Care (CiC) is:

**Mr Phil Budden**

### Staff - Expertise and Training

Teaching and support staff take part in regular training, after the SENDCo has sought advice in relation to children and young people with SEND. Examples include, but are not limited to:

- Behaviour Support Services
- ASD Behaviour training
- ADHD and Attachment awareness training
- Medical training e.g. for procedures to support children with medical needs such as picc lines, diabetes and rare skin conditions
- Whole staff training on specific SEND issues as required
- Specialist expertise engaged from external services - Dorset County Specialist Teachers
- Visual and Hearing Support Services
- Speech and Language Support Services
- Educational Psychologist supervision sessions for ELSAs
- Mosaic Bereavement trainings sessions
- Coastal Learning Partnership TA training e.g. Precision Teaching
- The Virtual School training for Designated Teachers
- Aspire Adoption events

The whole staff team have recently received training in Relational Practice. Some teaching staff and some TAs have attended Dyslexia training and sensory difficulties training delivered by Penny Bisping, who was previously the Advisory teacher for specific literacy difficulties.

The SENDCo stays up-to-date with new developments and also provides in-house training on areas such as the Graduated Response, Smart targets, Quality First Teaching, Provision Mapping and Progress Plans.

### Specialist Equipment and Facilities

Where necessary, equipment and resources for children with SEND are purchased, following advice from specialists. This happens through discussions with the specialists, parents and teachers. Examples include:

- Specific computer programmes and devices

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- Books and games
- Writing slope
- Wobble cushions
- Sensory equipment

Our School's **Accessibility Plan** and **Equality Action Planning** (available on the website) outline adaptations already made to the building to meet particular needs as they have arisen.

Please contact the school office should you wish to discuss a specific need for your child so we are able to look into ways to cater for her/him accordingly in advance.

### Medical Needs

If your child has specific medical needs, a suitable adult will undertake specialised training for his/her needs and an '**Individual Healthcare Plan**' will be devised with the SENDCo and Lead First Aider(s). Please refer to the '**Supporting Children with Medical Needs Policy**' and '**Intimate Care Policy**' on our website. We have a number of staff members who are First Aid trained in School as detailed above.

### Monitoring SEND Provision

The SENDCo is responsible for over-seeing the organisation of effective SEND provision for identified children in the School in close liaison with staff and parents. The Governing Body is responsible for monitoring the overall effectiveness of the provision in place for pupils identified with SEND at whole school level so that they can evaluate the effectiveness of the whole School strategy and interventions in place.

If, as a parent/carer, you wish to make a complaint about the SEND provision for your child, firstly, try to talk to the class teacher about your concern as soon as possible. If you have further or continued concerns, contact the Headteacher/SENDCo, who will address any issues raised by you and liaise with staff and parents appropriately, according to the concern. If you believe that the issue has still not been resolved, please refer to the '**Complaints Policy**' on our website.

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### Arrangements for Supporting Pupils with SEND when Moving between Schools

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 joining our School:**

- We encourage parents and children to visit the school and meet staff who will be working with them to discuss your child's needs.
- An appropriate member of staff will either show the child and parents around school or be available to answer any questions.

#### **If your child is moving to another school:**

- We will contact/be contacted by the school's SENDCo to ensure information is passed on in a timely manner.
- We will pass on all records about your child as soon as possible.

#### **When moving classes in school:**

- Information will be passed on to the new class teacher promptly.
- Your child will have transition visits to meet the class teacher/TA and become familiar with their new classroom. Additional visits will be provided for those children identified as needing extra support with transition.
- Handover meeting is held between staff to share strategies of support.

#### **Pre-School Transition:**

- We have regular visits arranged to our Reception Class, especially post-Easter prior to children starting school in September.
- Our EYFS Leader/teacher also visits the local pre-school settings.

#### **Secondary Transition:**

- The class teacher and pastoral team will take timetabled sessions with the children so they may talk about/share any concerns or positive things they may have about the transfer.
- The transition process starts after Easter in readiness for the move in September. Visits will be arranged with the new school's SENDCo, and a suitable adult will accompany your child.
- We have good working relationships with all the local secondary schools and will ensure, whichever school your child is joining, that the transition process is carefully planned.

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- During your child's time at Wareham St Mary primary there will be opportunities to access the local senior schools through sports meetings, activity days, school fayres and open evenings - all of which help familiarise your child with the chosen setting.
- To help your child in readiness for the move and onward journey, preparing for teenage years into adulthood, he/she is encouraged to be as independent as possible whilst in our school.

We aim to develop children who strive to become adaptable learners and healthy, resilient, caring citizens through our carefully tailored PSHE programme.



### Parent Support Services

These are some of the support services available for parents of pupils with SEND:

**School Nurse:** (contact through School Office)

There are several support services

available: <http://www.dorsetparentcarercouncil.co.uk/>

**Dorset SENDIASS:** <https://www.dorsetsendiass.co.uk/>

**Dorset's Local Offer:** <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

**Dorset Family Matters:** <https://www.dorsetcouncil.gov.uk/children-families/get-help-for-your-family/getting-help-for-your-family>

**Dorset Virtual School** for children who are in care/ Looked

After: <https://www.dorsetcouncil.gov.uk/children-families/childrens-social-care/children-in-care/dorset-virtual-school>

### SEND-related Policies

We have a whole range of SEND-related policies, and these can be found on the School's website: [SEN | Wareham St Mary CE VC Primary School](#)

Should you have any specific needs, please contact the school office for modified versions of these documents e.g. large print.

### Local Authority Information

This SEND Information Report outlines our offer of support for pupils with SEND. This also forms part of Dorset's Local Offer, which can be found here:

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>