



SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

SEN Policy

John Wheeldon Primary Academy SEN Information Report is written with due regard to the Children and Families Act, published in June 2014. The revised Special Educational Needs and Disability Code of Practice: 0-25 years (2014) is the statutory guidance that has been published to exemplify statutory duties that bodies such as local authorities, governing bodies of schools, NHS Trusts and Clinical Commissioning Groups must comply with to ensure that the needs of children and young people with special educational needs and disabilities are met. Schools must also comply with the Equality Act (2010) when making provision for all learners.

From September 2014, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is known as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Staffordshire LA has devised a local offer in collaboration with parents, children and young people, NHS health trusts and other providers from the statutory and voluntary sector. Latest information about Staffordshire's local offer can be accessed at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Aims of provision at John Wheeldon Primary Academy

John Wheeldon's core moral purpose is encapsulated in the vision statement for the Academy: Proud Of All We Do.

Our focus is on learning not just within and across subject areas but also the personal development of all learners who attend our academy. We strive to inspire all learners to go beyond what they consider possible for themselves, to experience and try new things and to realise all aspects of their potential.

At John Wheeldon Primary Academy, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages him or her to achieve his or her full potential.



Purposes:

- The whole school recognises and meets the needs of all its pupils.
- Staff will share clear expectations that children will do their best.
- Children's needs will be accurately assessed and their needs matched with appropriate work to match the needs of the child.
- Children with special educational needs and disabilities will have the right to work successfully alongside their peers.
- Children with special educational needs and disabilities may need additional help and support to enable them to take advantage of all the opportunities open to member of the school.
- The school will develop partnership with all parents.
- To encourage children to participate in all decision making processes and contribute to the assessment of their needs

This Policy is regularly updated and reviewed with the relevant stakeholders.

Definition:

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools and settings.

Our Special Educational Needs Information Report reflects our SEND policy.

Admission

The current arrangements for the admission of children with identified special needs provide for parents/carers to be invited into academy to discuss how best John Wheeldon Primary Academy can meet those needs.

If the number of applications for admission to the academy exceeds the academy's Published Admission Number, places are allocated first to those pupils whose statutory statement of special educational need or Education, Health and Care Plan names the academy as the most appropriate mainstream academy that meets the learner's needs.



Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the academy.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the academy alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS, Children and young person's autism team, Community Paediatrician, on site councillor and AOT.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in our academy where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through academy by wider opportunities such as school council, residential visits, and playground buddies in the playground.

Parents' first point of contact: Class teacher. Second point of contact: SENCo: Natasha Firth - Natasha.firth@johnwheeldon.staffs.sch.uk

Academy Information Report

What kinds of Special Educational Needs (SEN) does the school cater for?

We utilise the expertise and experience of our staff to secure special educational provision for pupils who require support that is 'additional to and different from' that provided within our 'quality first' differentiated curriculum. John Wheeldon Primary Academy welcomes children and young people with SEN in one or more of the four areas of need identified in the Code of Practice 2014:

- Communication and interaction e.g. Speech, Language and Communication Needs (SLCN), Autistic Spectrum Disorder (ASD), Asperger's Syndrome.



- Cognition and Learning e.g. Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Global Development Delay, Dyslexia, Dyscalculia and Dyspraxia, Profound and Multiple Learning Difficulties (PMLD)
- Social, Emotional and Mental Health Difficulties (SEMH) e.g. Attention Deficit Hyperactivity Disorder (ADHD), depression, eating disorders, Attachment Disorder.
- Sensory and/or Physical Needs e.g. Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI)

Support for these pupils looks like:

How will the staff at John Wheeldon Primary Academy know if my child needs extra help?

At John Wheeldon Primary Academy children are identified as having SEND through a variety of ways. We know when pupils may have a SEND if:

- a concern is raised by parents/carers, teachers, other school practitioners, other settings or the child.
- school assessment/data and pupil progress meetings identify that progress is significantly below that of their peers
- attainment and is significantly below age-related expectations
- a pupil's progress fails to close the attainment gap between them and their peers
- there is a change in pupil's behaviour, attainment and/or progress
- a concern is raised from other agencies
- a health diagnosis is received from a paediatrician
- observations indicate a difficulty in one or more of the four areas of need
- diagnostic tests that can be carried out by the Special Educational Needs Co-ordinator (SENCo) give indicators of possible difficulties.

Health and Care Plan (EHCP) or existing parental concerns.

- There will be discussions with you, the parents or carers.
- There will be discussions with your child him/herself/themselves.

All of our teachers teach children with SEND. All of our staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils.

The Code of Practice 2014 emphasises an increased responsibility on class teachers of pupils with SEND. They should deliver 'quality first' teaching to meet the needs of



individual SEND pupils they teach. Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support.

If a teacher is concerned about a child's academic progress, their development in a specific area, or their behaviour, they will share this concern with the child's parents and, with their consent, they will complete a referral form to the school's SENCo. The SENCo will carry out observations and cognitive assessments in school, and feedback the findings to the parents and teachers through a written report and a face-to-face meeting.

If referrals need to be made to an outside agency (for example, Community Paediatrics, Children and Young People's Autism Service, Speech and Language Therapy Service, Educational Psychologist, 0-19 Families Health and Well-Being Service) the SENCo will gather information from both the teacher and the family and make the necessary referral.

The school organises the additional support for learning into 3 different levels or 'waves'.

Wave 1 (Universal): describes quality first teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Class teachers are responsible for the learning of all children in their class including those with SEN.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a small group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children with more complex needs where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions. Often, outside agencies have become involved if a child is in need of Wave 3 interventions. The aim of interventions is to remove barriers to learning and work towards closing the gap between pupils and their peers if they are falling behind.

What should I do if I think my child is experiencing difficulties with learning, or might have a Special Educational Need or Disability (SEND)?

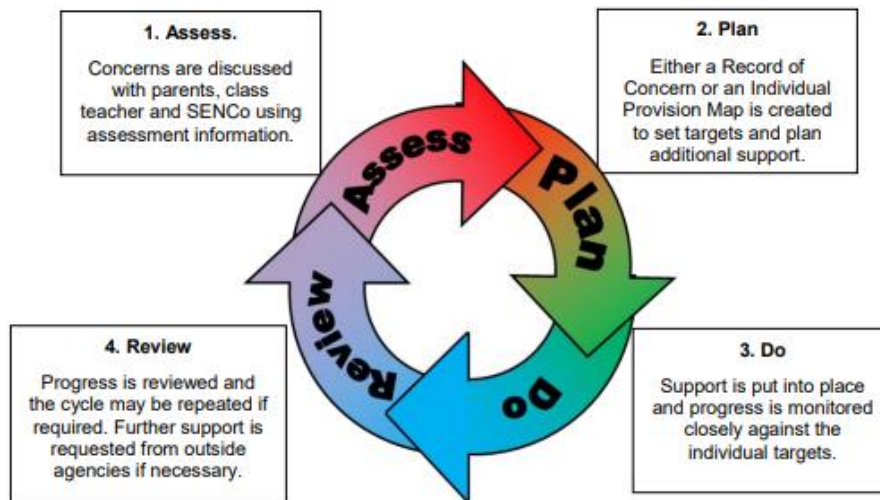
- First of all, talk to your child's class teacher.
- Make an appointment to speak to the Special Educational Needs Co-ordinator (SENCo.)
- Depending on your child's specific needs, you may wish to talk to your G.P.

How will John Wheeldon Primary Academy support my child with their difficulties?

Once initial assessments and observations have been carried out by the SENCo and shared with parents and staff, we can decide whether or not a child has a Special Educational Need.

If they do, we will add them to the school's SEND Register. Their teachers will then set termly targets for the child to work towards, with some additional support through differentiated activities, adult support, small group or individual interventions.

These targets will be recorded on the child's APDR (Assess Plan Do Review document) on our Provision Map software. Parents will be sent a link to this document, so that they can read the weekly reviews of their child's progress and also add their comments to the document. At the end of each term, teachers and parents will review the targets, with the child if appropriate, and set new targets for the coming term.



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

- All children will be working towards the same objective, but with varying support or resources. This is called scaffolding and allows all children to access the a broad and balanced curriculum.
- Whole Academy policies (e.g. English and Maths) are evaluated annually to ensure they measurably increase both the inclusion and progress of pupils with SEND.
- We monitor the curriculum to ensure that there are no physical, environmental or language barriers that prevent access.
- We reduce barriers by making reasonable adjustments to learning by ensuring we have the right resources, visual, auditory or concrete learning prompts, visual timetables, colour overlays (for dyslexia), now and next boards, slanted desk support, pencil grips etc. Where appropriate we offer adult support for particular learning activities.

What is available to support and develop my child's overall wellbeing?



- All our staff members believe in developing children's self-esteem and our Academy values reflect this. Mental health is a priority within our curriculum. SENCO and Mental health lead work closely together to ensure the mental health needs of all in school are met in a timely manner.
- Teaching assistants are deployed to ensure pupil progress, independence and best value for money.
- There will be resources specifically chosen to aid and support learning.
- The Academy regards pastoral care for all its pupils as a priority.
- Nurture groups or social groups are held for children who need a little extra boost to improve confidence, self-esteem or social skills for a short while. These will usually be held with other peers and based on Boxall data, insight tracker and discussions with class teachers and parents.
- Behaviour policy is evaluated annually for the impact it has on the inclusion of pupils with SEND. The behaviour policy identifies reasonable adjustments to ensure the need for pupil exclusion is rare.
- Sanctions are based on restorative justice principles and result in pupils making more positive decisions about behavioural choices. Traffic lights are used in all classrooms to promote this
- Advice and guidance is sought and implemented to respond to pupils who have significant medical needs e.g. asthma, nut allergies, diabetes.
- Staff understand the medicine administration policy and receive medical training where appropriate e.g. Epipen training and diabetes training.
- Care plans are put in place when needed and these are shared with all staff members including lunch time staff.
- Children have access to mentors if they are required.
- External agencies: action for children,

How will I know how well my child is doing and how I can help them at home?

- Meetings will take place between parents and the class teachers or SENCo.
- Any APDR plans are reviewed and created at least once per term for children who are entered on the academy's register of Special Educational Needs.
- Reports following referral observations and assessments will be shared with parents.
- The APDR sets targets that are specific, measurable, achievable, realistic and timed (S.M.A.R.T.) and these are shared with you and your child.
- The APDR can help at home by providing you with helpful suggestions as to your role.
- Where an APDR is not required, feedback to parents about progress takes place through parents' evenings, annual reports, or informal contacts.

How will John Wheeldon Primary Academy know how well my child is doing?



- Access to teaching and learning for pupils who have encountered difficulties or have a special need is monitored through data tracking, work scrutiny, classroom observation, learning walks, pupil surveys and parental feedback.
- Teachers monitor your child's progress especially in relation to priority areas, and regular assessments are carried out matched to national and age-related expectations.
- The APDR's are reviewed at least once each term. All relevant staff communicate this with each other.
- Reading, spelling and maths for some children are assessed using standardised tests to give a reading age, spelling age etc and standardised score to help measure progress.
- Children who are not making expected progress are picked up through pupil progress meetings or from the assess, plan, do review cycle.
- This may lead to adjustments to their APDR and to the support they receive.
- If progress is not being made...

How are EAL pupils supported?

- Interpreters for parents during consultation evenings.
- Peer support with interpretation.
- Intervention using language development after an initial assessment.

What services and expertise are available at or accessed by the academy?

- Our SENCo is Miss Natasha Firth. She is training and has support of Mrs Amy Stafford who is a very experienced teacher and has The National Award for SENCos.
- Our Assistant SENCo is Mrs Helen Grundy who is very experienced with SEN assessment and provision.
- All our teachers are also fully qualified and receive continuing professional development, including training about Special Educational Needs throughout their teaching careers.
- The SENCo provides advice and guidance to staff that has a measurable impact on out- comes has on the needs of pupils with SEND.
- Our Teaching assistants also receive continuing professional development and support from class teachers and the SENCo.
- We work closely with external agencies, relevant to each individual child's needs. These currently include, paediatricians, speech and language therapists, occupational therapists, educational psychologists, autism outreach team, GPs, school nurse, family support and other social services. All reports are used to inform targets and provisions.

Time	Training Course	Attendees
Ongoing	SENDCo qualification	Natasha Firth (SENDCo)

Autumn 1	Deaf Inclusion training	Natasha Firth (SENDCo)
Autumn 1	Designated Teacher Training	Natasha Firth (SENDCo)
Autumn 1	SEND and Inclusion Hub meeting	Natasha Firth and Helen Grundy
Autumn 1	The National College Advanced Safeguarding	Natasha Firth (SENDCo)
Autumn 1	Provision Map training	Natasha Firth (SENDCo)
Autumn 2	SUAT Network meeting	Natasha Firth (SENDCo)
Autumn 2	Send and Inclusion Hub Meeting	Natasha Firth and Helen Grundy
Spring 1	Staff Meeting: Provision Map Training and Deaf Inclusion Training - Natasha Firth	All Staff
Spring 1	SEND and Inclusion Hub meeting	Natasha Firth and Helen Grundy

How are children with SEND included in activities outside of the classroom, including school trips?

- All of our children are encouraged to join in, welcomed on and included in all activities including after school clubs whatever their needs.
- Risk assessment processes and care plans effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.
- If a child needs extra support to be able to participate in a school visit or activity, then the adult to child ratio will reflect this; a child may be supported 1:1.
- Parents are encouraged and welcomed to help on school trips to support their children.

How accessible is the school environment?

- The school is all one level therefore is accessible to all, with a disabled toilet and fire exits.

Who will I speak to if I am worried about how my child is progressing?

- First, speak to your child's class teacher.
- Make an appointment to meet the SENCo.
- Parents are always welcome to have a meeting with the head teacher to discuss any further concerns.

How will John Wheeldon Primary Academy prepare and support my child when joining the school or transferring to a new school?



Joining our school

- Teachers and SENCo support the transition from pre-school to mainstream education.
- There are open evenings and parent meetings before the September start.
- Transition meetings between the Pre-school teacher, parents and school in the summer term are held.
- New parents and children invited to settling in sessions during summer term.
- Visits to other preschool settings.

Reception to KS1

- Regular transition sessions during summer term.
- Staff discussions/ handover.

Moving between year groups

Each year the children will have a transition period with their new teachers to enable them to know where their new classroom will be and to get to know the staff within that year group.

Moving to Secondary School

- Newsletters will inform parents of open evenings, etc. to be held at all local secondary schools.
- In the summer term, meetings are held between the SENCo and the SENCos of the secondary schools to make sure that all relevant information is passed on.
- The SENCo may join parents at their meeting at new secondary school.
- Transition visits.
- Children with SEND are invited to extra transition days at their new secondary schools.
- 'Moving on' workshops may be held in small groups.

How are the Academy Governors involved with pupils with SEN and what are their responsibilities?

- There is a SEND Governor who is responsible for monitoring the provision for children with special educational needs in school.
- Governors look at data to ensure SEND children make progress that is at least as good as the rest of the children in the school.
- The Governor responsible for monitoring pupil premium visits the school regularly to check on the progress of these children and how the pupil premium money from the government is spent.



What steps should I take if I am concerned about the school's SEND provision?

- Your first point of contact will always be your child's class teacher.
- You may also wish to speak to the SENCo, Miss Natasha Firth or Assistant SENCo Mrs Helen Grundy and to the Principle.
- You may wish to speak to our SEND governor. You may read the Complaints Policy for further information.
- You may read the Academy's SEND policy and local offer which is published on the Academy web-site.

Further Support can be found at:

SENDIASS: Information and advice support service: 01785 356921

This Information should be read in conjunction with:

- Admissions Policies
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Complaints Policy
- Equal opportunities including race equality policy
- Learning and Teaching Policy
- Safeguarding Policy