



## 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 of 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.

John Wheeldon Primary Academy's SEN Policy and Information Report should be read in conjunction with the following:

Admissions Policy  
Anti-Bullying Policy  
Attendance Policy



Behaviour Policy Complaints Policy  
Equal Opportunities including Race Equality Policy  
Learning and Teaching Policy  
Safeguarding Policy

**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.

Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

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.

**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)



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

We identify children's SEND needs by:

- Talking to nurseries and previous schools about a child's needs before children arrive at John Wheeldon.
- Visiting known children with SEND in early years' settings before they arrive at John Wheeldon.
- Undertaking our own observations, checklists and assessments to identify learning needs within school.
- Receiving information and reports from health practitioners and other professionals about children's needs.
- Speaking to the SENCO of the previous school as well as parents to ensure as much information as possible is known about the child.
- We track all children's academic progress through teacher observation, feedback and formal assessment.
- In the new SEND Code of Practice, section 6, SEND pupils can be characterised by progress which;
  - Is significantly slower than that of their peers starting from the same baseline
  - Fails to match or better the child's previous rate of progress
  - Fails to close the gap between the child and their peers
  - Widens the attainment gap.

### 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 class teacher. Points you may want to think about before meeting with your class teacher or the SENCO are:

- Why do you think your child has SEND?
- What needs do you feel your child has that are of concern?
- Does your child learn at the same rate as other children?
- Did you or child have a difficult pregnancy?
- Did your child meet all of their early learning goals: 2 year check?
- How do you feel school could help you?
- What are you able to do to help?
- Please bring any reports or information you have about your child's needs.

If you still have concerns after speaking with your child's class teacher, please 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?

- The class teacher, supported by the SENCo, will take account of your child's needs when planning and will find the right approach, support and resources. There will be discussion with you as parent.
- They may arrange for a Teaching Assistant (TA) to support within a group or on a one-to-one basis for some tasks in class or for particular interventions.
- Depending on the nature of the difficulty your child is facing they may be given an



Individual Learning Plan (ILP).

- Depending on the nature of the difficulty your child is facing they may be included on the academy's Special Educational Needs register.
- Where required, support and advice is sought from external experts to ensure barriers to success are identified and responded to e.g., Autism Inclusion Team, Speech and Language Team, Occupational Therapy, Child and Adult Mental Health Service, Health. We may also call for advice from the SEND and Inclusion hub.
- A referral to the Educational Psychology Service for advice or assessment may be made.
- Support given will be recorded on the class provision map and possibly your child's Individual Learning Plan (ILP).

How will you teach and support my child or young person with SEND?

### Supporting children and young people with SEND with or without an Education Health Care Plan

We support children and young people with SEND with or without an Education Health Care Plan through wave 1 quality first teaching (QFT) within the classroom. At times during their school career, children may need to receive additional targeted support during a lesson or a term depending on their needs. This is delivered through a broad and differentiated curriculum that includes additional scaffolded support (physical resources) or additional staff support when required within the whole class or within a small group.

### Planning the Support:

Should a child require significant long term additional support, school follows the processes of a Graduated Response. This means that your child's support reflect the level of need required and is considered carefully of a regular basis. The SEND Graduated Response process follows the minimum termly cycles of Assess, Plan, Do, Review in line with the SEND Code of Practice, each term. Within each cycle the following may occur:

#### Step 1: Assess / Do

- Formal assessments take place and/or the teacher indicates that the child is not making sufficient progress, therefore reasonable adjustments, basic skills provision or physical adaptations to support needs through Wave 1 Quality First Teaching are made.
- The class teacher will inform Parents/carers of the concern through the use of a "blue form."
- The class teacher will inform the SENCO of their initial concern and the actions they take.

#### Step 2: Assess / Do

- If a concern continues over time, further support / adjustments will be made to support the child by the class teacher.
- The teacher monitors and reviews the outcome of the additional support / adjustments
- If further intervention may be required, class teachers will raise this with the SENCO and a blue form will be completed with parents. This will be handed to the SENCO for any relevant assessments to be made.

### Step 3: Review / Plan

- If the child meets the criteria and parents are in agreeance, the child will be added to the SEND register in school.
- The teacher will then write an Individual Learning Plan (ILP) following this and a discussion is had with Parent to inform them of the targets that are being worked on with their child.
- The SENCO notes the provision in place on a provision map & then adds the child to the school's SEND Register, ensuring additional provision is put into place.

#### Teaching, Learning and Support.

- If the outcome of the meeting does not result in the child meeting the criteria for the SEND register, the SENCO will add them to the Monitoring / Vulnerable Register and consider the next steps to support the child in conjunction with Parents/carers and staff. This may involve the use of other agencies and referrals may be made.

### Step 4: Formal Registration of SEND and Plan for Support (Do)

- A Individual Learning Plan (ILP) records the targets and support to meet the needs of a child on the SEND register.
- An ILP is used for planning and preparation: It is a working document to inform teaching staff, support staff and parents of the child's current identified needs
- An ILP is shared with other staff working with child and support put in place by the class teacher as agreed with the SENCO during the term.

### Step 5: Review

- An ILP is reviewed 3 times a year by the teacher and this is overseen by the SENCO.
- An ILP is then shared and discussed with parents at the start of each term.
- These meetings allow for any changes in pupil needs to be shared, which may result in the pathway of support being changed.

These SEND Review meetings may lead to:

- Movement of the child to the monitoring / vulnerable register – no ILPs
- Continued SEND support with new ILP targets written by teacher (with advice and agreement with the SENCO and parents)
- A referral to outside agency by SENCO for additional advice or support if needed.
- An application for an EHC plan is needed.



How will the curriculum and learning environment be matched to my child or young person's needs?

#### Differentiation:

Differentiation is made through a range of strategies for children at John Wheeldon Primary Academy. Differentiation is: making sure all children can access learning, regardless of ability so that every child feels supported and challenged. Differentiation may occur as a whole class, small groups or on a 1:1 basis.

#### Scaffolds: A scaffold is a physical learning aid.

This may include the use of additional resources, reference materials, practical aids and physical equipment such as a word mat/vocabulary list, partially completed task, a modelled example, a writing frame, a multiplication grid or visual images. The use of these does not necessarily mean that your child has SEND.

#### Support:

Support is when a person helps a child with a task such as an adult, teaching assistant or peer for example leads or develops a discussion further through questioning, prompting and/or additional modelling.

#### Provisions to Facilitate Access to the Curriculum.

John Wheeldon provides a range of provisions to facilitate access to the curriculum and to develop independent learning. This includes support from external agencies and can include specific equipment where necessary

- Please refer to John Wheeldon's SEND offer for Cognition and Learning, Communication and Interaction, Social Emotional Mental Health & Physical and Sensory needs.
- John Wheeldon works hard to ensure we are an inclusive and disability friendly school. Our Accessibility Plan and Equality Policy are available on the school's website.

#### Additional Learning Support:

Additional learning support is available through our Graduated Response. All children access wave 1 Quality First Teaching; Some children access wave 2 Small group tuition / intervention through either a targeted support programme to ensure pupil progress or because they are registered on the school's SEND register and have an ILP ( individual learning plan). A few children in school may have specific 1:1 support as their needs are significant and their need is identified through an Education Health Care Plan.

#### Overseeing the curriculum:

- The school's wave 1 Quality First Teaching provision is overseen by the Head Teacher, Deputy Head Teacher and individual subject Leaders.
- The school's wave 2 Targeted Small group provision is overseen by the Head Teacher, SENCo and Year Group leaders.
- The School's wave 3 1:1 Support is overseen by the Head Teacher and SENCo.

### Reasonable Adjustments for examinations:

Reasonable Adjustments for examinations are made and put in place prior to examinations. These can include a range of support including seating arrangements, reading support where allowed, the provision of scribe, an amanuensis and additional time depending on the child's needs. All applications for examination adjustments are based on criteria set by the examination board and have to be made by the school to the examination board prior to the examination. The time scale is determined externally.

### How is the decision made about what type and how much support my child or young person will receive?

Children are supported within class as part of the school's normal support systems within school should they need additional support. These decisions are made by the class teacher and overseen by the SENCO and subject leads on a day to day basis and the SENCO on a termly basis. Should your child require specific additional support that is 'different from' or 'additional to' the normal school curriculum and support mechanisms within school, then communication with you will be made via one or more of the following in order to discuss the additional need your child may have:

- Contact from your child's class teacher via telephone or dojo
- Contact from the SENCO to establish an initial SEND Meeting that will be held with you to discuss your child's needs – an individual learning plan (ILP) may be produced with you to set targets for your child if they have SEND. You will be given a copy of this plan.

Parents/carers of children with known SEND needs will also be involved in a SEND review meeting undertaken 3 times a year by the class teacher and/or SENCO to share a pupil's Plan for Support at the start of each term. Parents/carers of children with significant SEND needs may also be involved in further discussions throughout the school year.

### How will equipment and facilities to support children and young people with SEND be secured?

John Wheeldon secures equipment and facilities to support children and young people with SEND by:

- Ensuring the wider curriculum is well resourced with scaffold aids to meet National Curriculum needs.
- Ensuring that recommended schemes of work are backed by recognised research within the educational field including recommendations from the Education Endowment Foundation.
- Ensuring the wider curriculum including targeted provision and small group work session follow recommended programmes.
- Ensuring recommendations from external agencies are put into place where possible and recommended resources are purchased to support learning.
- Ensuring additional communication resources are sourced through the NHS speech and Language therapy service where identified by speech and language therapists.
- Ensuring physical aids and adaptations are sourced through physiotherapy and





occupational therapy services where identified by therapists.

- Funding for equipment and facilities is budgeted through the school's financial planning and any additional funding that may accompany an Education Health Care Plan or additional funding application.
- Occasionally equipment and resources are donated to school to support children with their learning, obtained through a charity or purchased through the school's own fundraising streams.

#### 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 Individual Learning Plans (ILP) and pupil passports 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 will be shared with parents.
- The ILP 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 ILP can help at home by providing you with helpful suggestions as to your role.
- Where an ILP 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 ILP is reviewed at least once each term.
- Reading, spelling and maths for some children are assessed using standardised tests to give a reading age, spelling age etc. and a standardised score is created to help measure progress.
- Children who are not making expected progress are picked up through the assess, plan, do review cycle.
- This may lead to adjustments to their ILP and to the support they receive.

#### How do you ensure that my child or young person stays safe outside of the classroom?

Handover arrangements at the start of the school day:

- Children with 1:1 provision are met by the designated Teaching assistant.
- Children who are late are asked to go to Reception where they can be signed in.
- Any communication by parents/carers is encouraged to be made through the dojo app rather than on the door to prevent delays in registration and diminished supervision.

Break and Dinner Times:

- Classes are supervised at all times by teacher at break times and Lunchtime supervisors during lunchtime.





- Friendship and other quiet lunchtime clubs are available for those children wishing to use them.
- Children with an Education Health Care Plan stipulating the need for lunchtime supervision are given a designated person to ensure their safety during lunchtimes for the stipulated time in the EHC Plan.
- All lunchtimes supervisors and staff are first aid trained.
- Separate arrangements are made for children with medical needs, allergies or significant conditions on a case by case scenario.

Staying safe moving between classrooms:

- Children are reminded to walk in the corridors and staff are often visible during these transition times.

Educational Visits & Risk Assessments:

- Risk Assessment for all educational visits are made.
- Risk assessment are also made for children with significant medical needs or social/emotional needs.
- A range of generic risk assessments exist in school for everyday occurrences such as the safety of classroom environments, PE lessons, personal care etc.
- Individual risk Assessments for some children are made for educational visits in order to ensure the activities are as safe as possible for them. Should a risk assessment show that an activity is not safe for your child, then you will be notified and the concerns discussed.
- Parents are encouraged to notify school with any considerations regarding risk assessment that need to be considered for their child on school visits irrespective of their child's needs.
- Occasionally a risk assessment may prevent your child from attending an educational visit – this will be discussed with you so that any possible solutions to the risks can be discussed.
- Should a pupil, event or personal need require an individual risk assessment, these are written on an individual case by case basis.

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/Mental health lead ensures the mental health needs of all in school are met in a timely manner.
- Teaching assistants are deployed to ensure pupil progress and independence.
- 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.
- Children have access to ELSA (Emotional Literacy Support) trained staff should this be required. This can be accessed via concerns from class teacher or from parents/carers and consent will be gained before the intervention is carried out.
- Access to the school counsellor. This is done based on the needs of the child and a discussion, to gain consent, will be had with parents/carers.

### How will you manage my child or young person's medicine or personal care needs?

Medicines and personal care needs:

- Any medicines that require administration in school need to be reported to the school office, who will advise you of the latest advice and requirements.
- Any parent of a child with medical needs must complete a care plan for use in school – their child will be added to an internal medical register which is made known to staff and the care plan shared with staff.
- Children who require significant need care plans may be asked to meet with the school's SENCo.
- Parents of children requiring personal care support are asked to discuss their children's individual needs with school so that a support plan can be put into place and a risk assessment undertaken.
- Parents will be notified should your child have a medical need whilst in school.
- Parent are encouraged to arrange medical appointments outside of school hours, however if this is not possible parents/carers are asked to notify the school office in person, by telephone or through the dojo app.
- Should an emergency arrive, parents/carers will be notified – it is important that emergency contact information is up to date in the school office – and an ambulance may be called.

### How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- School follows GDPR guide lines.
- The SENCO ensures that all staff have relevant and up to date information about the pupil's in their care.
- Parents are encouraged to share information with their child's class teacher, however, they can also share information directly with the SENCO – either way the information is shared between the two.
- Communication occurs via email and through face to face meetings both formally and informally through the term.
- Should your child have a diagnosis that the SENCO or staff are not aware about, then the



upmost will be done to ensure that staff are made aware of the needs and your help as a parents will be welcomed to share what you know about your child's needs.

- Medical needs of your child will not be shared by medical professionals without your direct consent to them. It is, therefore, important to share your child's medical needs with school as they will not automatically be made aware of them.
- Information from previous schools / high schools is shared via telephone or face to face verbally prior to transition so that staff are aware of a child's known needs. This remains subject to GDPR regulations. Paperwork for your child will only be passed on once a child is registered with the school.

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

- Our SENCo is Miss Natasha Firth. She is coming to the end of her qualification and has been in role for 2 years. Prior to this, she has had experience in teaching all year groups within the school.
- 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 Inclusion Team, GPs, Family Support and other Social Services. All reports are used to inform targets and provisions.

#### 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. This can be done over the phone, face to face or via dojo.
- Parents are always welcome to have a meeting with the head teacher to discuss any further concerns.

#### 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 to check on the progress of these children and how the pupil premium money from the government is spent.



### 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 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 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.

#### 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.

These transitions may start a little sooner for children that struggle with transitions.

Pupil passports and learning plans are shared with all staff in the new 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.



#### Further Support can be found at:

- NHS support services - GP: Contact your registered GP
- Special Educational Needs and Disabilities information Advice Support Service ( SENDIASS)  
- <https://www.staffs-iass.org/>
- Staffordshire Connects (Local Offer):  
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>
- Staffordshire Cares Website <http://helpyourself.staffordshirecares.info/localoffer>
- SEND Family Partnership: 01785 356921 <https://www.staffs-iass.org/home.aspx>
- Code of Practice for SEND 2014: <https://www.gov.uk/government/publications/send-codeof-practice-0-to-25>
- British Dyslexia Association: <http://www.bdadyslexia.org.uk/>
- Equality Act 2010 guidance: <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Staffordshire County Council Single Point of Access: 0300 111 8007
- SEND Assessment and Planning: 0300 111 8007
- Family Support Service (Tier 2 support): 07741 655709
- Local Support Team (Tier 3 support): 01543 5101

#### What can I do if I am not happy with a decision or what is happening?

- Firstly, contact your child's class teacher and discuss your concern
- Next, contact the SENCO, Miss Firth or Assistant SENCO, Mrs Grundy, to discuss the concern further if you remain unhappy.
- If the complaint cannot be resolved with the class teacher or SENCO please contact the Head teacher Mrs Clarke.