



Wraxall Church of England Primary School SEN Information Report 2020-21

Special Educational Needs and Disabilities (SEND)

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND).

This is known as the local offer.

Special Educational Needs & Disabilities (SEND)

Further information about the Local Offer can be found on the North Somerset Council website:

<http://northsomersetonlinedirectory.n-somerset.gov.uk/kb5/northsomerset/directory/site.page?id=szkgL83PAFA>

At Wraxall C of E Primary School our philosophy is that every child is different and we embrace the educational needs of each child – this is certainly the case for children with Special Educational Needs.

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, this provision is designed by the relevant Wraxall C of E staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. a Speech and Language Therapist or an Educational Psychologist).

If you would like to discuss our Local Offer in detail please contact the school to arrange an appointment.

Wraxall C of E Primary School is a mainstream school. We are an inclusive school and have a number of children within the school who have additional needs supported by a SEND Support Plan.

The Purpose of our Local Offer

The purpose of our local offer is to inform parents and carers about how we welcome, support and make effective provision for children with special educational needs and disabilities – SEND

We will keep our local offer under review asking parents what is working well and what they want to improve.

Our Vision

Picture a school at the heart of the community, surrounded by nature and where the children can't wait to arrive in the morning because they know that they will experience the excitement and joy of learning.

Picture a school where the children are *inspired* to aim high and believe that their dreams are achievable because they will have developed the skills and knowledge needed. They have the confidence to challenge themselves because they know that their mistakes will only make them stronger. They will flourish and become all that they aspire to be.

Picture a school where the children are *nurtured* to be the best that they can be. They know that school is a safe and inclusive place because they have seen that all are welcomed and cared for. They will show compassion in all that they do and will make society a kinder place for all.

Picture a school where the children are celebrated for being unique individuals who together form a strong and united team. They become active and creative citizens who will *achieve* amazing things throughout their lives and develop a better future for all.

Picture Wraxall Church of England Primary School – *Inspiring, Nurturing, Achieving*

Our School Vision Statement takes as its starting point the following model developed by the Church of England and the Church in Wales:

‘Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.’

The school vision also reflects the Church of England’s Vision for Education and supports the promotion of Christian values. Our vision is based around elements of ‘The Parable of the Sower’.

“The seeds sown in good soil” Mark 4: 13-20

In our school we follow our values to help us to show compassion towards others and our world. When we demonstrated our values, we are helping our school to grow and flourish and enabling our community to live “life in all its fullness” John 10:10

Our School Christian Values

Our School’s Christian Values are demonstrated in all that we do and say

***Compassion * Responsibility * Respect * Perseverance * Friendship * Honesty * Courage**

School information and policies

At Wraxall C of E Primary School we understand the importance of early identification of a child's needs. We carefully monitor and track the progress of all children throughout their time at the school. Please see the SEND and Equality policies which are available on our website.

Special Educational Needs and Disability Co-ordinator (SENDCo)

Our school SENDCo is Mrs Gritten. She is also a class teacher. Mrs Gritten has non-contact time for her SENDCo role each Thursday afternoon and teaches her class from Thursday to Friday each week. She can be contacted via the office on Wednesday afternoons but can also be approached in her classroom at the end of each of her teaching days.

School phone no: 01275 854216

School email: office@wraxallprimary.co.uk

Staff:

Our staff team comprises 5 fully qualified teachers and a highly skilled learning support team consisting of 2 HLTA's and 2 LSA's. Details of the staff are available on our website.

Facilities

The original school building was opened in 1902. It is a single storey structure, comprising of a number of extensions to the property between the late 1960s and 2002.

The following facilities allow children with disabilities to access the learning.

- Interactive whiteboards in all classrooms.
- A library equipped with an interactive whiteboard and small group teaching area.
- A mobile iPad cabinet containing 30 iPads.
- A hall which is used for Collective Worship, dining at lunchtime and P.E.

There are small flights of steps within the school site, but as an inclusive school, any requirements for individual children will be catered for.

What type of SEN support does Wraxall C of E Primary offer?

Wraxall C of E Primary School supports children across the 'Four Areas of Need' of;

- ✓ Communication and Interaction (Speech, language and communication needs and Autistic Spectrum Condition)
- ✓ Cognition and Learning (Specific learning needs, including Dyslexia).
- ✓ Sensory and/or physical needs (Hearing and Vision)
- ✓ Social, emotional and mental health needs (ADHD)

After an initial assessment, support may be provided through small group work or 1:1 meetings with a member of the support staff team.

The support could be in the form of 'check-ins', social skills games, social stories, 1:1 regular meetings with the child/ren, friendship groups, nurture groups, and liaising with parents. This will be decided between the class teacher and SENDCo, to best support the pupils needs.

A range of support is available and is detailed in the school's provision map.

The school has clear procedures and process in place to manage the administration of medicines and personal care.

How does the school know if children need extra help and what should I do if I think my child may have SEND?

- ✓ Through on-going observations and assessment the class teacher is responsible for the progress of each child in their class, and reports their progress termly to the senior management team in school.
- ✓ If you have concerns about your child's progress at school that may include the following; reading, writing, maths, social and emotional development, behaviour, communication (physical or sensory), the first person to speak to about your concerns is the child's class teacher.
- ✓ The class teacher will liaise with the school's SENCo.

How does the school plan and review provision for pupils with additional needs (with or without an EHCP)?

- ✓ Provision for the children is delivered through quality first teaching which includes differentiated learning, work in small groups with adult support and 1:1 support with an adult.
- ✓ School makes every effort to make the reasonable adjustments that enable a child with additional needs to access activities available to all.
- ✓ We seek to actively involve parents in partnership with the school and therefore if additional support from outside agencies is required, this will be done in close consultation with parents/carers.
- ✓ The Assess, Plan, Do, Review cycle is key to the graduated response to special educational needs as laid out in The SEND Code of Practice.

How does the school adapt the curriculum and learning environment for pupils with additional needs?

- ✓ The work for children with additional needs is differentiated to their ability.
- ✓ They may work in small groups with an adult to support their learning or they may be withdrawn from class to work on specific targets to support their learning.
- ✓ Visual timetables, clear labelling and easily accessible apparatus/equipment is available to the children to help promote independence.

Who will be co-ordinating the support for my child at school?

- ✓ The class teacher in close consultation with the SENDCo, will plan for the provision of children with additional needs and will assess the impact upon the child's progress.
- ✓ The SENDCo will have an overview of all provision across the school.

How will equipment and facilities to support children with additional needs be secured?

- ✓ The individual needs for each child are carefully considered and any additional equipment or resources that are required, that are not already in the school, will be provided from the SEND budget.

How do the parents/carers of children with additional needs engage in planning, reviewing and assessing pupils' progress?

- ✓ Parents are consulted through conferencing with their child's class teacher in the first instance. The class teacher and SENDCo in consultation with the parents will discuss support for the child. The child may be placed on the SEND register and a support plan written with the child, parent, teacher and SENDCo. These Child Centred Reviews will be held three times a year.

How will children with additional needs be consulted about and involved in their education?

- ✓ On-going feedback conversations between class teacher and the child will take place as part of quality first teaching and during Child Centred Reviews, which take place three times year.

How does the school involve other bodies, including health and social care, support agencies and voluntary agencies in:

- a) meeting the needs of the children and
- b) supporting families of such children

- ✓ Parents are consulted to see if they would like the school to acquire extra support and advice for their child.

- ✓ Written consent is obtained and a referral is made to the relevant body.
- ✓ The Support Services for Education (SSE) and The Lighthouse Schools Partnership provide such support to the school by Advisory Teachers.
- ✓ An Educational Physiologist can be consulted for support if it is deemed appropriate for the child.
- ✓ The school will explain the assessment process to the parents and they are invited to meet with the support agencies to discuss their child and the suggested support. In addition, parents are invited to all the review meetings.

What are the arrangements made by the Board of Governors relating to the treatment of complaints from parents of children with additional needs, concerning the provision made at school?

- ✓ All complaints should follow the school’s complaints policy found on the school website.

Contact details of all support services for parents of children with additional needs

- ✓ Support Services for Education The Holway Centre, Byron Rd, Taunton, TA1 2JD Tel: 01823 334475
- ✓ Speech & Language Therapy Drove House, Drove Rd W-s-M Tel: 01934 881306
- ✓ Community Paediatrician Drove House, Drove Rd W-s-M Tel: 01934 881340
- ✓ Occupational Therapy, The Barn Great Western Rd, Clevedon. Tel 01934 426622
- ✓ Supportive Parents 3rd Floor, Royal Oak House, Royal Oak Avenue, Bristol BS1 4GB Tel:0117 989 7725
<http://www.supportiveparents.org.uk/>
- ✓ Early Years and Family Information Service Directory <http://www.n-somersetcsd.org.uk/kb5/northsomerset/fsd/home.page>
- ✓ • National Autistic Society – North Somerset Branch- www.nas-northsomerset.co.uk

What are the school’s arrangements for support for children with additional needs in transferring between phases of education?

- ✓ A child joining the school in Reception may, when appropriate, be supported by the Inclusion Link Programme. This offers a number of meetings between the pre-school provider staff, school staff and the parents/ carers. School staff will visit the pre-school that the child attends and the child will visit school for an agreed amount of visits with their pre-school key worker. Visits by the key worker may then continue after the child has started school.
- ✓ Children moving between Early Years Foundation Stage and Key Stage 1, and Key stage 1 to Key Stage 2 visit their new class teacher during a series of transition sessions. This starts with the class teacher visiting their new children in the children’s classrooms. The children will then visit their new teachers in their classrooms for a number of sessions. A piece of work will begin with their current teacher, which will continue into the new school year with their new teacher.
- ✓ When moving on to Secondary provision, individual children’s schools will be contacted and informed of a child’s additional needs. As a school, we then follow chosen schools procedures and arrange additional meetings and visits as appropriate.

Date of report	March 2021 Reviewed in response to staff changes	Date of review	September 2021
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