

# Wraxall C of E Primary School



## SEND Information Report 2023-2024

**Executive Headteacher: Miss Amy Townsend**

**SEND CO: Mrs Victoria Sheppard**

**SEND Governor: Mr Zac Verry**

The purpose of our information report is to inform parents and carers about how we welcome, support and make effective provision for children with special educational needs and/or disabilities (SEND). We are a mainstream, fully inclusive school with a maximum of 105 pupils on roll.

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.

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>

### Our School

At Wraxall C of E Primary School, we offer opportunities for every pupil to better their best; pupils achieve high standards through enthusiasm and a love of learning. We provide a safe, secure and happy school environment where pupils value themselves and their peers. We offer a broad, balanced and inspirational curriculum and ensure that our pupils develop life skills for a positive future.

The school's links with outside agencies are strong and ensure that support and guidance is facilitated when necessary, to enable disabled pupils and those with special educational needs to enjoy their journey through Wraxall C of E Primary School. We ensure that the best outcomes for pupils are attained by quality first teaching with appropriate interventions by staff and supported by parents and the Local Authority multi-professional team.

### Our Vision

We are proud of our environment within our Federation.

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.

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

At Wraxall C of E Primary School, we have the following facilities and resources which are accessible for ALL children:

- Wheelchair accessibility across some of the site
- Strong multi-agency links
- Specialist equipment can be ordered for individual pupils if required.
- Inclusive links between Nurseries, Mainstream and Specialist Provision based on individual needs
- Specific Learning Needs trained staff
- Links with the Local Authority to fully qualified therapists. 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.

We have a strong team of committed staff and a dedicated Pastoral Care Team. Our ongoing staff development programme ensures that we address the skills and knowledge which our staff may need to continue to address the needs of the pupils.

## What is SEND?

“A child has a special educational need if they have a learning difficulty or disability which requires special educational provision to be made which is different from or additional to that normally available to pupils of the same age.” SEND Code of practice 2014.

We aim to be as inclusive as possible with the needs of pupils with special educational needs and disabilities being met in a mainstream setting wherever possible. The four broad areas of need are:

- Communication and Interaction – Speech, Language and Communication difficulties including Autism.
- Cognition and Learning – Specific Learning Difficulties including Dyslexia
- Social, Emotional and Mental health – inclusive of ADHD
- Sensory and Physical Needs – inclusive of Hearing and Vision

## How is our school accessible to pupils with SEND? What facilities, resources and staff training do we have to support SEND learners?

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

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

At Wraxall C of E Primary School, we have the following facilities and resources which are accessible for ALL children:

- Wheelchair accessibility across most of the site
- A disabled toilet with changing facilities
- Strong multi-agency links
- Specialist equipment can be ordered for individual pupils if required.
- Inclusive links between Nurseries, Mainstream and Specialist Provision based on individual needs
- Specific Learning Needs trained staff
- Links with the Local Authority to fully qualified therapists.
- Interactive whiteboards in all classrooms.
- A library equipped with a small group teaching area.
- A mobile iPad cabinet containing 15 iPads.
- A hall which is used for Collective Worship, dining at lunchtime and P.E.

We have a strong team of committed staff and a dedicated Pastoral Care Team. Our ongoing staff development programme ensures that we address the skills and knowledge which our staff may need to continue to address the needs of the pupils.

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

Our school SENDCO is Mrs. Sheppard and can be contacted via the office on:

School phone no: 01275 854216

School email [office@wraxallprimary.co.uk](mailto:office@wraxallprimary.co.uk)

The class teacher has responsibility for the children and SEND in their classroom and will oversee, plan, work with and assess each child to ensure they are making progress in all areas. Please contact your child's class teacher in the first instance via the school office on the number above.

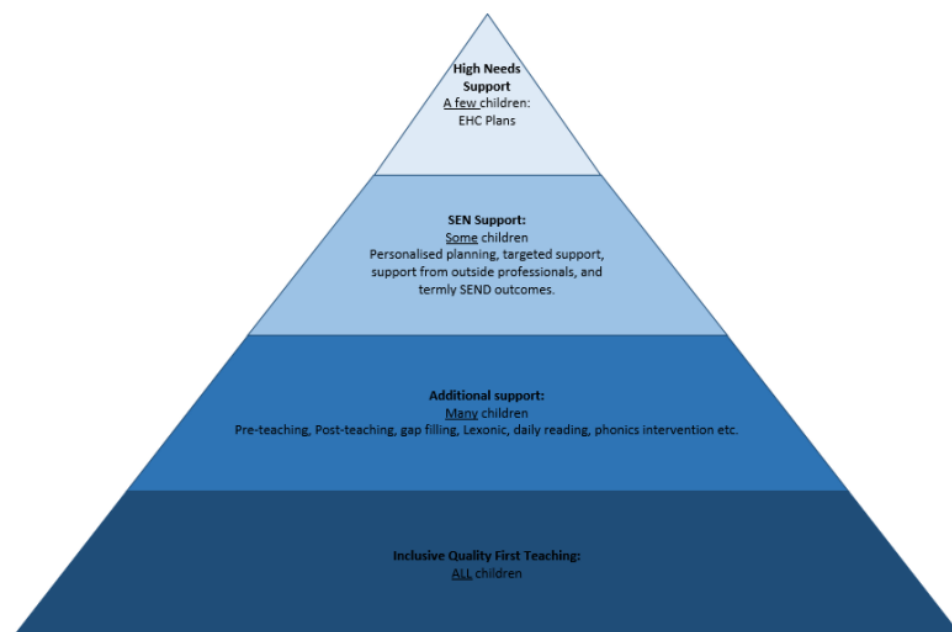
## What support is available to pupils with SEND on school trips?

We always strive to make alternative provision to enable ALL pupils to access school trips, school visits and clubs. For activities out of school, risk assessments are always carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. Procedures are put in place to ensure that all children can participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent will be asked to accompany a child during the activity.

If a child is unable to access a particular activity, we will ensure that an alternative experience is provided at school that covers the same curriculum areas. We work closely with any organisation that is providing outside learning and aim to provide any specialised resources that may be needed.

## How does the school know if children need extra help and what should I do if I think my child may have special educational needs? What is the school's approach to the teaching and monitoring of children with SEND?

The class teacher is responsible and accountable for the progress and development of each child in the class and will monitor their progress using a range of assessment methods through a graduated response. High quality teaching is differentiated for individual pupils within each class.



### Universal Provision

This is the provision on offer to all pupils. This includes high quality teaching and some reasonable adjustments by adapting the curriculum offer to ensure all pupils can access it, by grouping, 1:1 work, pre-teaching, post-teaching, adjusting teaching and determining the content of the lesson.

High quality teaching is a first step in responding to pupils who may have SEND. This will be differentiated and personalised for individual pupils. Some pupils may have an identified SEND need but can still be making progress within Universal Provision. These pupils therefore do not need provision that is additional or different to the Universal Provision and so do not need to sit on our SEND register. However, if a pupil is not making adequate progress within Universal Provision, then additional targeted support would be planned as below.

Please see our Universal Provision Offer on our SEND web page.

### **Additional Support**

Pupils making slower than expected progress will receive a form of targeted support. This may be pre-teaching or post-teaching or could be an additional targeted intervention for a specified time. These pupils will be monitored closely by us. If a pupil is not making adequate progress under this then a discussion would take place between you, class teacher and the SENDCO regarding the need to access provision from the SEND register.

### **SEN Support and High Needs Support**

Planning highly personalised support for children with SEND may result in a referral to an outside agency such as Speech and Language, Occupational Therapist, Physiotherapist, SEND Advisory Teachers and/or Educational Psychologist. Parental consent is always required before any referral can be made.

Some children will have more difficulties and they will require further support, additional to the above, where they require the support of a Learning Support Assistant (LSA) and may require support for usually more than 20 hours. In this case, you or the school may feel the need to request that the Local Authority carry out a statutory assessment of your child's needs, agreed in consultation with parents and us. This would be recorded on the SEND register. This is a legal process and you can find out more from the Local Authority's 'Local Offer' or speak to our SENDCO.

## **What training do staff who support children with Special Educational Needs and or Disabilities have?**

Part of the Senior Leadership Team's role is to support Class Teachers in planning for children with Special Educational Needs and or Disabilities and provide in-house training where possible and necessary. The School Development Plan includes identified training needs for all staff to improve the teaching and learning of children, including those with Special Educational Needs and or Disabilities. This may include whole school training on an aspect within Special Educational Needs and or Disabilities to support identified groups of learners in school, such as those with Autistic Spectrum Disorder. Those members of staff who work with individual pupils long-term on a 1:1 basis will receive targeted training to meet the child's needs.

## **What support is available for improving the emotional and social development of children with additional needs?**

We recognise the impact a child's emotional development can have on their overall achievement and have a wide range of approaches in place to support children and families. We use a dynamic developmental approach to help children learn how to understand their emotions, regulate and manage their own behaviours.

Our Pupil Support Team works with individual children and small groups using programmes to help explore emotions, feelings and social development. If we feel that further support is needed, we would make a referral to the North Somerset's Inclusion Service for additional strategies, assistance and advice.

The school also works closely with the Education Welfare Officer to ensure that families are supported with school attendance issues.

Pupils with medical needs are supported by trained staff and medical / personal care plans are put in place to support these pupils sensitively.

Staff receive training from the SENDCO or outside professionals. Training has covered Jigsaw, Nurture UK, Team Teach and Zones of Regulation.

Our positive behaviour policy focuses on encouraging and supporting children to develop appropriate behaviours. Where children require additional support, they may have an individual plan, positive handling plan or other support to improve behaviour over time.

After any behaviour incident, the child and the staff involved are able to reflect on the event with an adult and discuss ways of changing or improving their behaviour so that future incidents can be avoided. We regularly work with all children and staff to promote anti-bullying. This can be through whole school themed weeks, (particularly in November) including e-safety and cyber-bullying, school council meetings and activities, pupil voice groups, assemblies and small group social skills work.

We have a clear anti-bullying policy, which defines bullying, outlines the signs of bullying and details procedures. All reports of bullying will be acted upon and parents kept well-informed. Vulnerable children will be supported and actions will be taken to work alongside pupils to help support a positive pathway forward if and when needed.

### **What are our policies for our identifying children with SEND and assessing their needs? Who are the people I need to speak to?**

The school has a SEND Policy which details our process for identifying children with SEND and assessing their needs. The full policy can be found on the school website.

We follow the SEND Code of Practice 2014 and use the graduated response of 'assess, plan, do and review'. Early identification by our team enables us to assess the individual needs of a child and take the appropriate action in providing additional support and targeted intervention.

Regular reviews by staff look at the impact of any additional support and intervention alongside the progress made by the child. Next steps or additional personalised provisions are put in place if required.

Pupil progress and vulnerable learners/ groups meetings with the Executive Headteacher and key members of the Senior Leadership Team ensure that children are continually monitored across core areas of the curriculum and their wider developmental needs, especially their social, emotional and mental health needs. For some pupils we may wish to seek advice from specialist teams. We have access to a wide range of professional services and trained staff to ensure that all needs can be supported by the appropriate person or team. We have an open-door policy across our school; please do not hesitate to discuss any concerns with your child's class teacher or with our SENDCO.

### **How will Wraxall Primary School staff support my child with SEND?**

All children have individual needs. Those with identified needs will receive support which is specific to their individual requirements. This may all be provided by the class teacher or may include:

- Other staff in the school
- Outside agencies such as the Speech and Language Therapy Partnership, School Nurse, Autistic Spectrum Disorder Outreach service
- An assessment by an Educational Psychologist or other specialists e.g. Occupational Therapists
- Working in 1:1 or small groups on a specific programme of work
- Providing special equipment/resources as required to support your child's learning and development.

If you have any queries related to the interventions or support that your child receives, please contact the Class Teacher in the first instance. We have an open-door policy and would encourage you to contact the class teacher to discuss your child at a time convenient to you both. The class teacher will explain to you what the concerns are and will also explain what the plans for your child include. If outside agency support is needed, we always ask your permission before making a referral.

You will have the opportunity to discuss your child's progress during Individual Learning reviews or specific Individual Education Plan /Single Support Plan/Education, Health Care Plan meetings. The aim of these meetings is to review the progress which your child has made and to agree new targets. There will also be an opportunity to discuss any new recommendations from outside agencies and change any strategies being used to support your child.

### **What are the arrangements for consulting parents of children with SEND and involving them in their education?**

We actively encourage regular communication between staff and parents and carers to share information, celebrate successes, set goals and targets or to discuss any concerns or worries. These can take place by arrangement at any mutually convenient time.

Our school has a regular reporting cycle in place for all children. This cycle takes the form of two parents' evenings during the year as well as subsequent reviews as necessary. During these meetings, class teachers will discuss your child's provision, any interventions they are accessing and the outcomes achieved. These provide opportunities for sharing any information about their wider needs and what they need in their future provision, appropriate targets linked to academic outcomes and, where appropriate, their social, emotional needs can be discussed and put in place.

Time is given for staff and parents/ carers to celebrate developmental milestones linked to their personalised learning; these can be shown through examples of work, photos, observation notes or even video clips.

In the Summer Term, parents/carers will receive a written report, celebrating their child's progress across all areas of their curriculum, highlighting the strengths of each child and the areas they can be supported in to make further progress. Parents will be given an update on how additional interventions have impacted their development.

If your child is transferring to an Education, Health and Care Plan (EHCP), has an existing Statement of Special Educational Needs or is in receipt of SEND support, they will have an annual review meeting involving all professionals who work with you and your child. This will be to review and evaluate progress and identify next steps, make changes to provision and update details and also to consider a positive transition to the next year or stage of schooling.

### **What are the arrangements made by the governing body relating to the treatment of complaints from parents of children with additional needs, concerning the provision made at the school?**

We sincerely hope that every parent/ carer is happy with the arrangements in place for their child at Wraxall C of E Primary School. Any queries, problems or concerns can be discussed with the class teacher. In most instances, issues can be resolved at this stage. If a parent feels their concern has not been addressed then their concern should be directed to Miss Amy Townsend, the Executive Headteacher, verbally or in writing. If the parent is not happy with the outcome, they should then follow the guidance outlined in our Complaints Policy which is available on the website.

### **Where will I find North Somerset's local offer published?**

Google North Somerset Local Offer or follow the link below. Scroll down to see the full menu of support and information. <http://nsod.nsomerset.gov.uk/kb5/northsomerset/directory>

### **Are there other useful websites?**

- North Somerset Supportive Parents – <http://www.supportiveparents.org.uk/services-in--somerset/>
- [www.bbc.co.uk/schools/websites/4\\_11/site/numeracy.shtml](http://www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml) - Brilliant site! Lots of games and an excellent revision unit
- KS2 Bitesize Maths BBC Parenting - [www.bbc.co.uk/parenting](http://www.bbc.co.uk/parenting) Charity Choice.co.uk - UK Charities Directory
- ChildLine.org.uk - Free helpline for children and young people in the UK
- Childnet International - Non - profit organisation aiming to help make the Internet a safe place for children
- [www.cruse.org.uk/](http://www.cruse.org.uk/) - Voluntary organisation which provides range of services to help people cope more constructively with the changes that bereavement may create in their lives. Their services include free information, face-to-face bereavement support for adults and children

- National Eczema Society
- I CAN - The children's communication charity netmums - [www.netmums.com](http://www.netmums.com)
- NHS Direct UK - Health & medical information NSPCC.org.uk Ofsted [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- Parents Centre [www.parentscentre.gov.uk](http://www.parentscentre.gov.uk) 9
- Parent Line [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk).