

WICKHAM CHURCH OF ENGLAND PRIMARY SCHOOL



Special Needs Information Report September 2020

Wherever the river flows, life will flourish – Ezekiel 47:9

At Wickham, we are deeply committed to nurturing every person's sense of self-worth and unique character.

Within our rich and memorable learning experiences, we ignite curiosity and inspire courage to take risks.

Through our shared sense of responsibility, we make a difference to our village community and God's world beyond.

Special Educational Needs and Disability (SEND) Provision at our school

Wickham Church of England Primary School is a mainstream school, which strives to provide the best learning opportunities for all children. Our core Christian values promote an inclusive school community. We recognise that all children are individuals who have different learning needs and we work hard to ensure all children receive the right balance of support and challenge.

How does our school identify and assess SEND?

Our Inclusion Leader co-ordinates SEND provision, liaising with pupils, parents/ carers, school staff and specialist advisors from the Local Authority and Health Service. In Hampshire, there are clear guidelines set out in the SEN Code of Practice, which indicate what are considered Special Educational Needs, and as a school, we work closely with these guidelines when identifying children with SEND as per our SEN Policy.

Throughout the school, we continually monitor and assess the progress of all our children. We track the progress of children, and where expected progress is not being made, steps and interventions are put in place to support areas of need. We also work closely with our local pre-schools and previous schools to identify any special educational needs children may have prior to them joining us, in order to ensure they receive the correct support from the start.

A Graduated Response

Within school, pupils with SEND are identified on the school SEND Register, so that provision to meet their needs can be planned for and monitored. Good special needs practice reflects good practice for all pupils, which is of utmost importance, as any pupil may encounter difficulties at some stage in their school lives. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

If parents/ carers have any concerns at all regarding the progress of their child, or believe they may have an area of special educational need, then we would urge them to talk to their child's class teacher, our Inclusion Leader

or the Headteacher. Parents/ carers can also gain important advice and support from SENDIASS (previously Support4SEND) <https://www.hampshiresendiass.co.uk/>.

How does our school provide support for children with SEND?

Our Inclusion Leader, supported by the SEND Governor, regularly checks how well SEND support is helping children in our school.

Through monitoring, observing and assessing a child's needs, staff work together with the Inclusion Leader to put in place appropriate support and provision. The progress of all children is monitored half-termly and, in both the autumn and spring term, parents' evenings are held to discuss how children are doing. Children with SEND are set individual targets, recorded on their Individual Learning Plan, which is shared and reviewed with parents/ carers and pupils. In the summer term, all parents/ carers receive an end of year written report, detailing progress within all areas of learning. In addition, we have an 'open door' policy and encourage parents/ carers to discuss any concerns they may have, as and when they occur, in person with their child's class teacher or through our Home School Diary.

A child with complex SEND may require further support and as such, an Education, Health and Care Plan (EHCP) may be put in place, which means a formal meeting will be held annually to discuss progress and a report will be written.

Class based learning is adapted for all children in our school. Some individual targets are supported within lessons by the class teacher or a Learning Support Assistant (LSA), others may be supported outside of a lesson through a specific intervention programme, which may be delivered by a trained teacher or LSA. Our LSAs have different areas of specialism, and participate in continuing professional development.

Teachers work hard to ensure work is adapted for children, providing appropriate support and challenge. We aim to deliver a stimulating and exciting curriculum in a multi-sensory way that engages all children and, where necessary, children are supported by an LSA. We also aim to make sure our learning environment meets all our children's needs.

As a school, we highly value the benefit of education outside of the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any trips, a pre-visit is made by staff and a risk/benefit assessment is carried out which considers the needs of children with SEND. Where necessary, we meet with parents/ carers to discuss any additional support that may be required. We also aim to ensure all children have the chance to be part of school clubs.

The social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos. Personal Development Learning (PDL) provides the opportunity for children to discuss issues such as positive relationships, self-esteem and teamwork within the curriculum. We also have a trained Learning Mentor and an Emotional Literacy Support Assistant (ELSA) who is able to offer additional support. Where necessary, specific plans are put in place to support a child's wellbeing and in these cases parents/ carers are consulted.

How can parents /carers contact the SEND Coordinator?

Our Inclusion Leader (Hannah Williams) co-ordinates SEND at our school and can be contacted through the school office or by emailing directly h.williams@wickham-primary.hants.sch.uk

What specialist services and expertise are available at or accessed by our school?

We have links with a wide range of outside agencies who offer specific guidance and support to our school and families. These include:

- Educational Psychologist
- Therapists including those for Speech and Language, Occupational and Physiotherapy
- Advisors including those for Hearing Impairment, Visual Impairment and Physical Disabilities
- Primary Behaviour Service

- Health Services including School Nurse and Child and Adolescent Mental Health Service (CAMHS)
- Children's Services
- Outreach services

We seek support from outside agencies for staff and families whenever it is needed. We have an Inclusion Leader overseeing provision within our school and an effective team of LSAs. Staff training is ongoing to ensure the school is kept up to date with any changes and priorities. The training needs within our school reflect the needs of the staff and children we work with. Our Inclusion Leader meets regularly with SENCOs from other local schools in meetings chaired by an Educational Psychologist.

How accessible is our school?

Reasonable adjustments have been made to improve accessibility. Our school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. Risk assessments are in place to ensure the safety of all children when they are using facilities such as our Conservation Area or swimming pool.

In addition, we liaise with EMTAS (Ethnic Minority and Traveller Achievement Service) who assist us in supporting our families with English as an additional language and travellers.

Who can parents/ carers contact for further information?

If parents/ carers are unsure about any of the support or provision being made for their child, they should not hesitate to contact their child's class teacher. If parents/ carers feel their concern is not resolved they should contact the school office to make an appointment with our Inclusion Leader or Headteacher.

How will the school prepare and support children who join the school or transfer to a new school?

The transfer to a new school can be an anxious time for both child and parent/ carer and we encourage visits to our school before applying. Careful planning is made for all children but for children with SEND, an additional transition plan may be put in place. This will generally include early discussions with the school or pre-school they are coming from or going to and any external agencies who are providing existing support. Parents/ carers and pupils are involved in transition discussions so that the needs of the child and any particular concerns are shared. Staff at the new school then meet with the child and specific visits are often planned, allowing the child to familiarise themselves with the learning environment and the staff who will be working with them.

What is the purpose of this report?

This information report has been written as required by Section 65 (3)(a) of the SEN (info) Regulations and links to the Local Authority local offer, which is available online at

https://fish.hants.gov.uk/kb5/hampshire/directory/service.page?id=KxZ_oR8q6W0&familychannel=6-1

Consultation with parents and children has taken place at county and school level. It has been approved by the Governing Body of our school and responsibility for its regular review has been delegated to the SEN Governor.

Report written by the Inclusion Leader and based on guidance from the Hampshire SEND Team
Approved by Governors