



Special Needs Information Report September 2023 - 2024

Date agreed by Governing Body: May 2024
Review Date: May 2025

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 are given the right balance of support and challenge.

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.

Wickham Church of England Primary School currently provides an education for approximately 275 pupils, including a significant number identified as having a range of special educational needs and disabilities. These needs include: neurological differences such as autism and ADHD, speech and language difficulties, moderate learning difficulties, specific learning difficulties (such as dyslexia, dyspraxia), visual impairments, physical needs, medical and emotional needs.

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How does our school identify and assess SEND?

- Liaison with pre-school, early years settings or previous schools
- Concerns raised by parents
- Children who may have experienced a delay in acquisition of language which has impacted oral and written communication skills.
- Children performing significantly below age related expectations or who appear to be 'stuck' with certain aspects of their learning or emotional well-being despite some intervention.
- Children who have standardised scores below 78
- Concerns raised by class teachers and the SENCo when a child meets a number of barriers to learning as identified using Hampshire guidance.
- Liaison with external agencies
- Health diagnosis through a paediatrician

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

Parent and school partnership is key to supporting children with additional needs. We will be open and honest about your child's learning needs and/or emotional well-being and hope that you are able to do the same with us. Together we will identify your child's areas of need. In the initial stages, we will try classroom adaptations and interventions to consider whether with a little additional support any need can be addressed. We will then review this and, if necessary, increase support. A child's need could be in any of the following areas or often involving more than one:

Cognition and Learning

Cognition and learning – a child needing support in many areas of the curriculum who may also have difficulties understanding concepts and with their memory. A specific learning difficulty - difficulties with words (reading, spelling and/or writing), numbers or co-ordination.

Communication and Interaction

Speech, Language and Communication – a child who has difficulty communicating with others either due to a difficulty in saying what they want to, understanding what is being said or a lack of understanding of social rules of communication. This can include children with autism, where this is impacting on the child's ability to access the curriculum or socially.

Social, Emotional and Mental Health (SEMH)

Children who show isolated and withdrawn behaviours, heightened anxiety or where their behaviour and emotional state has an impact on their learning and friendships may have underlying SEMH difficulties. This also includes children with disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

Physical and Sensory

This includes children who experience a physical disability (PD), hearing impairment (HI), visual impairment (VI) or sensory differences which prevent or hinder them from making use of the educational facilities generally provided. (SEND Code of Practice, 2014)

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.

How can I raise concerns if I need to?

Share your concern with us – contact the class teacher or SENCO (Vicki Woods).

Our SENCO co-ordinates provision for children with SEND at our school and can be contacted through the school office or by emailing directly v.woods@wickham-primary.hants.sch.uk.

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 SENCO or the headteacher.

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

How will school support my child?

Who will oversee, plan, work with my child and how often?

- Both the SENCO, members of the leadership team and headteacher oversee all support and progress of any child requiring additional support across the whole school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made in all areas of the curriculum.
- In our school we have learning support assistants who are timetabled to support specific small groups or individuals in the classroom or by delivering carefully chosen interventions, directed by the class teacher and/or SENCO. How often your child receives support in this way will be explained as the support starts.

Who will explain this to me?

- The class teacher will meet with parents on a termly basis at least (usually during parents evening) to discuss your child's needs, support and progress.
- If parents would like to discuss their child's progress or support at any other time, they should not hesitate to contact the teacher directly or through the school office to arrange a further appointment.
- Our teachers are encouraged to make contact with parents and carers as promptly as possible when support children with additional needs. This is so parents and carers can be partners in their children's education and the child can be provided with a consistent approach.
- For further information the SENCO is available to discuss support or assessments in more detail.

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

- Differentiation is the term used to describe the change that is made to a task to ensure that all pupils have the best possible chance of achieving the learning goal. This could be a change of task design, support or by expectation of outcome.
- In all classes, work is pitched at an appropriate level so that all children can access the learning according to their specific needs and ability.

- In some cases, there is a need for individual differentiation, particularly in English and Maths. If this is the case, teachers will plan activities based on an individual child's starting points and gaps in learning. This will include basing the planning of the child's learning journey on the academic year's curriculum that best suits your child.

How will that help my child?

- Learning that is personalised to academic abilities ensures that all children can access what is being taught enabling children remain motivated, have successes and make progress.

How will I know how my child is doing and how will you help me to support my child's learning?

In addition to parents evening will there be time for me to discuss my child's progress?

- You are welcome at any time to make an appointment to meet with either the class teacher or the SENCO to discuss how your child is getting on. We aim to offer advice and practical ways that you can help your child with their learning.
- We aim to communicate regularly as your child's education should be a partnership between parents and teachers and encourage you to inform us of any changes that may impact the child out of school.
- In some cases, the use of a home/school link book can be beneficial so that comments can be shared daily between the class teacher and parents.
- If your child is on the SEND register, a pupil passport will be completed stating the child's specific individual targets. These targets will be discussed with parents and the child as we welcome contributions and suggestions of ways to best achieve their targets. The targets will be reviewed at least termly. Where limited progress has been made the provision and strategies will be changed.
- If your child has an Education, Health and Care Plan (EHCP) then a formal, at least annual, review of the targets will take place. This will involve all persons involved with the child and will be a chance to reflect on long term academic, personal and social aims for the child.

How does the school know how well my child is doing?

- Daily assessment for learning allows teachers to be able to identify how your child is progressing from day to day, next steps and any barriers to learning.
- Teachers also measure children's progress and attainment at the end of each phase. Teachers will measure children's ability against national expectations for the age range that your child is working within.
- Children who are not making expected progress are identified through review meetings with the class teacher, deputy/headteacher and members of the senior leaderships team. During these meetings data from in class assessments, reading and spelling ages and the children's books will be scrutinised to identify areas that require further support. In some cases it will be helpful to use a DST test (dyslexic tendencies screening test), phonics assessment or pupil conferencing using a range of diagnostic tools to search for underlying gaps in children's learning.
- When a child's provision is reviewed by the class teacher and teaching assistant, comments are made about the individual targets to show what progress has been made and where possible evidence of the achievements will be collected.

What support will there be for my child's overall well-being?

- We treat every child as an individual and it is our whole school aim to ensure that children are happy and achieve their potential.
- We have a caring, understanding and supportive team who look after our children and parents of children in our school.
- The class teacher has overall responsibility for the pastoral care of every child in their class, therefore this would be the parent's first point of contact. If further support is required, then the

class teacher will liaise with the SENCO, emotional literacy support assistant (ELSA) or headteacher for further advice or support. This may involve working alongside outside agencies such as Health and Social Care, Social Services or Behaviour Support Teams.

- In the case of medical needs, we work with the school nursing teams to ensure the necessary plans and training are in place to support both the child and staff.
- We also have an Emotional Literacy Support Assistant/Home-School Link Worker who works under the direction of the SENCO and headteacher, providing children's with strategies to reduce anxiety, increase self-esteem, manage anger, develop social skills and to develop self-regulation strategies.

What support is there for behaviour, avoiding exclusion and increasing attendance?

As a school we have a distinctive Christian ethos. Our three values of **love, courage and respect** enable children to build relationships where people take responsibility, make the right choices for themselves, respect themselves and others and take care of each other.

Throughout the school day the children are encouraged to follow our core values and the school's rules of being '**ready, respectful and safe**'. Any child who does not follow these rules will be reminded of our expectations and, if necessary, have a restorative conversation with a member of staff to address the behaviour that has been shown.

We understand that behaviour is a communication of a need. All members of staff carefully monitor and track children's behaviour. We use ABCC charts to analyse triggers for behaviour and endeavour to address any incidents in the fairest way possible – for all children involved given individual circumstances.

Any child with difficulties managing their emotions and behaviour is still expected to follow our values and school rules but will have a behaviour plan documenting the strategies in place to help them to do this. This will be shared with both the child and parents. The aim of this is to identify specific difficulties the child is facing with their emotional regulation and ability to manage their behaviour. Specific strategies and support will be put in place and as a result lower the risk of suspensions.

We use assessment tools such as the PEP toolkit and the Strengths, Difficulties Questionnaires, alongside liaison with outside agencies (such as Primary Behaviour Support and Educational Psychology Service) to identify the underlying emotional needs related to a child with social, emotional and behavioural needs.

Once the emotional needs have been identified, support will be put in place to improve a child's emotional well-being while supporting them to manage their behaviour. All staff work alongside children to embed strategies to encourage self-regulation. If a child continues to show dysregulated behaviour that is unsafe or causes a significant disruption to the learning of others, this may lead to removal from the playground or classroom for a period of time. In some instances, children may be internally excluded and will work away from the classroom but within the school for a period of time.

After any behaviour incident staff will support a child to reflect on their behaviour to identify and label how the child was feeling at the time, why the incident happened, what the child can do differently to ensure it doesn't happen again and/or any environmental changes that could be possible to improve the child's behaviour.

Our senior leadership team meet to discuss any children who are showing increasing levels of behaviour and who may be at risk of suspension or exclusion to ensure that all possible support is in place.

Further information can be found in the school's Behaviour Policy and Suspension and Exclusion Policy on our school website.

Attendance

We encourage all children to aim for 100% attendance throughout the year. We are however aware that for some children with specific SEN there may be times when appointments will need to be made during school time. Please inform the office of any appointments so an absence can be marked as authorised. For more information, see out attendance policy. Should a child's attendance drop below 90% we would discuss this with you and consider ways we can support your child to increase their attendance at school.

How will my child be able to contribute their views?

- We encourage all children to express their views within the school and our senior leadership team have an open door policy to children to hear any of their suggestions or thoughts. Children are also encouraged to share their views through the school council (young governors), who meet regularly.
- All children will share their views on their pupil passport and will be involved in discussing and setting targets with their teacher.
- If your child has an Education, Health and Care plan, their views will be sought before any review meetings.
- The school has a 'worry monster' which all children are able to use and is checked regularly by our ELSA.

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

- School SENCO who has completed: National Accreditation, Detection to Diagnoses and THOMAS training led by Hampshire County Council. The SENCO is also Team Teach trained.
- Experienced home-school link worker and ELSA.
- Experienced learning support assistants who have worked alongside Primary Behaviour Support Service.
- Team of experienced learning support assistants with specialists in: PECs, precision teaching, use of visuals to support learning, phonics and strategies to support EAL learners.

We work closely 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 (Waterloo School, Shepherds Down School)
- EMTAS

We seek support from outside agencies for staff and families whenever it is needed. 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 SENCO meets regularly with SENCOs from other local schools in meetings chaired by an Educational Psychologist.

How will my child be included in activities outside the classroom including school trips?

- We believe that every child should have the chance to take part in all aspects of learning.
- All children are included in all parts of the school curriculum and the aim is for every child to be included in clubs, school trips and events. Together with children's parents will provide the necessary support to ensure that this is successful. Any concerns about a trip will be thoroughly discussed with parents.
- A risk assessment will be carried out prior to the off- site activity to ensure everyone's health and safety will not be compromised.

How accessible is our school?

Reasonable adjustments have been made to improve accessibility. Our school site is fully wheelchair accessible with a disabled toilet large enough to accommodate changing. Our site is on one level with ramp access to any parts that are slightly higher with steps. Risk assessments are in place to ensure the safety of all children when they are using facilities such as our conservation area.

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 ethnic minority groups.

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.

In some cases, we write social stories to prepare children for the change, providing expectations for behaviour and informing them of the changes that are going to take place (this could include photographs of key staff and locations within the school). We are also happy to arrange a number of pre-visits to the school until children are familiar with the setting, staff and school expectations.

For children with an Education, Health and Care Plan a parent's preference for secondary placement will be named during the annual review in Year 5. With this in mind, we encourage parents to visit any potential placements prior to this meeting.

How are the school's resources allocated and matched to children's SEN needs?

- We aim to support children who have a special educational need to the best of our ability with the funding that we have available.
- We have learning support assistants, who are funded by the SEN budget, to deliver interventions to meet individual and groups of learners needs.
- Our budget is allocated on a needs basis.
- We currently use some of our money from pupil premium to employ fully qualified teachers to support vulnerable children in class, some of these will be on our SEND register. For more information about this please see our pupil premium pack.

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

- The class teacher alongside the SENCO and the headteacher will discuss the child's needs and what support will be appropriate.
- Where a child's priority need is to develop self-help and independence, support may be less obvious but will still be in place.
- The amount of support a child receives will vary throughout the year and will be changed through on-going discussions with parents and school staff.
- Where a child has an Education, Health and Care Plan, the hours of support may be used to support on 1 :1 basis, in small groups or to prepare and provide extra resources for the child. Decisions around how support will be provided are based on the child's best interest and to support them to become independent learners in the future.

How do we know if it has had an impact?

- Reviewing children's achievement against their personalised targets will provide evidence of the impact of support.
- Children's achievement towards their personal targets may also be evident in their independent classwork where possible.
- Tracking at the end of each phase allows us to monitor how the child with SEND is narrowing the gaps on their peers – whether they are catching up with their peers, reaching or exceeding age related expectations.
- Children may move off the SEND register if they have narrowed gaps and 'caught up' with their peers.
- The SENCO, class teacher and team of teaching assistants will monitor the impact of the small group interventions to ensure they are having impact, and if there is little impact, suggest alternative intervention programmes that could improve this

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:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page;jsessionid=B1D63EE794E106F97A68335F1E0797C7?familychannel=6>

Report written by the SENCO and based on guidance from the Hampshire SEND Team