





SEND Information Report-Every Child is Included

What is a Special Educational Need?

Our teachers look after children with lots of different needs, but some children need more support. A child is considered to have a Special Educational need if their attainment is significantly below that of their peers and/or they require educational provision that is 'additional to or different from' the other pupils in their class. Should a child receive any provision that is in addition to or different from the high quality teaching that is offered to their peers, they will be placed on the school's SEN register.

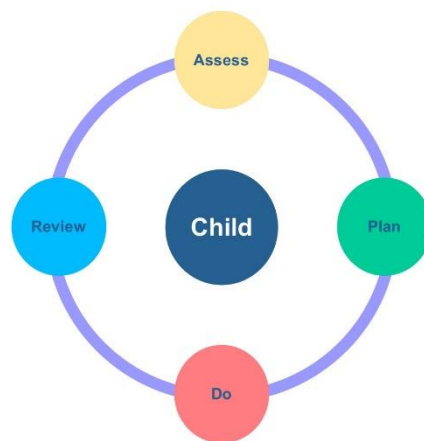
Special Educational needs can be described in four broad areas of need:

Communication and interaction needs	Cognition and Learning needs	Social, Emotional and Mental Health needs	Sensory and/or Physical Needs
This includes speech, language and communication difficulties including autistic spectrum conditions, the way they talk with either adult or their peers.	This includes children who have learning difficulties and specific learning difficulties like dyslexia and dyspraxia.	This includes difficulties such as; anxiety, adverse childhood experiences, and ADHD.	This includes children who have visual or hearing needs, or a physical disability that affects their learning or sensory processing disorders.
			

Identifying a child with a Special Educational Need:

We believe that early identification of special educational needs is crucial and will ensure that each child gets the necessary support in school to help them make progress, meet their potential and help provide the appropriate support for the family if needed. Your child's class teacher continually assesses how they are progressing with their learning in relation to age related expectations in all areas of the curriculum. This happens in many different ways e.g. observations, questioning, assessment tasks etc. If at any point a teacher feels your child may need additional support and provision that is

different to that of their peers, you will be informed and the school SENCo (Mrs Hemmings) may also become involved. At this point, your child is named on the school's SEN register and Individual Education Plan (IEP) is devised detailing provision and measurable outcomes. The action plan is reviewed at regular intervals (at least three times a year). This forms part of the graduated response; assess, plan, do, review process and is carried out in collaboration with you as parents/carers who know your child best. We also listen to your child's views and opinions and they remain at the centre of any decisions. These views and the views of any professionals involved will shape provision and outcomes.



If a child continues to make limited progress despite additional support and are significantly below age related expectations it may be appropriate after discussion with parents/carers, to make a referral to an Educational Psychologist or other outside agencies for advice. The specific and expert advice provided by outside agencies will then feed directly into the child's IEP (Individual Education Plan). In some circumstances it may be necessary to apply for top up funding or an Educational, Health and Care Plan (EHCP). The plan outlines any special educational needs a child has, and the provision a local authority must put in place to help them. A request for a needs assessment to the local authority can be made by anyone who thinks an assessment may be necessary, including doctors, health visitors, SENCOs and parents. More information about the EHCP process can be found on the local offer link.

Wansdyke CORE provision

Additional Provision for children with SEN

School Place secured

Induction meetings in summer term for Reception cohort, nursery visits take place, information shared, stay and play sessions with class teacher, home visit in September and a gradual timetable to introduce children to school at their own pace.

A SEN transition meeting is planned between nursery, school and parents/carers. Current provision and practice shared. IEP may be created. Additional transition arranged as necessary. Transition resources shared for summer.

All children taught in the class setting with high quality teaching, learning and provision. Additional monitoring and intervention in place for children not meeting age related expectations.

Annual reviews may be held once a year for children with a Bristol Support Plan or EHCP.

Child's progress shared formally 3 times a year-2 parents evenings and end of school report.

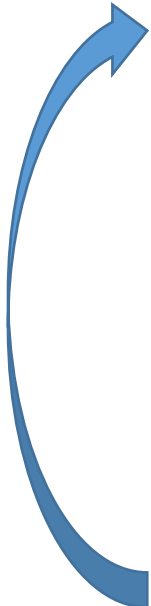
IEP monitored and assessed 3x a year with parents/carers. If needs are being met and progress made this cycle will continue or if there are concerns outside agencies may be consulted and input into current provision.

Child experiences transition morning to new class to meet the teacher

Additional transition sessions planned with new class teacher in line with need.

Year 6-visit from new school and transition days

SENCo contacts new school. SEN transition meeting arranged and paperwork shared. Additional visits planned as required.



Who is responsible for monitoring the provision of SEND?

Rhianon Gregory-Hemmings is the school SENCO and it is her responsibility to co-ordinate the specific provision made to support individual pupils with SEND, including those with Educational Health Care Plans. The SENCO also provides professional guidance and advice and ensures all resources and training is kept up to date. You can contact Rhianon Gregory-Hemmings via the office on office@wansdyke.org.uk.

The SENCO is accountable to the Head Teacher (Emily Harris) and along with the School SEN Governor (Marc Cox), who supports and challenges the SENCO, they work together to determine the strategic development of SEN policy and provision in our school.

Who can I talk to if I am concerned about my child's progress or/and think my child may have a Special Educational Need?

If you are concerned about your child's progress or additional needs, and these have not already been identified, then do not hesitate to speak with your child's class teacher who will listen to your concerns and give advice. The Teacher and SENCO will then carry out some observations and arrange a meeting with the parents so that a 'whole' picture of the child, both on school and out of school, can be obtained. Next steps for supporting the child, including whether a personalised learning plan will be appropriate, are explored during this meeting. We then may start a referral process, if appropriate, where we take school observations and statements from you into account but share these with outside agencies. We may ask you to contact your GP at this time.

My child will be starting in September and I think they have SEND, what will happen next?

When children initially join the school in the Reception Class (Little Acorns) there is an induction meeting for parents where key information is shared. The school SENCO is always in attendance and is readily available to discuss any concerns you may have regarding your child and SEND. The Reception class teacher also conducts nursery visits and discusses each individual child with their nursery key workers. If there is additional support in place or need identified this is shared. For children with an IEP a SEND transition meeting between school, nursery and parents/carers may be organised so an individualised transition plan can be created with those who know the child best. There are a number of stay and play sessions during the summer term for all children joining Reception in the coming September. Additional transition visits can be arranged for those who would benefit in line with their additional need.

I have spoken to my GP/someone else and I think there might be an additional need with my child, what should I do?

Firstly, it is very important that our school is kept informed. If a GP is exploring something with you, or if you decide to seek a diagnosis for SEND from a private company, let us know so we can make sure we are working together to provide the best learning opportunities we can. Often we can provide crucial additional information to these agencies.

What happens if my child receives a diagnosis from an in-school referral/GP/other agency?

Whatever is learned about a child is shared between school, GP and parents and carers. We will work with you as the parent/carers to agree what can be done to support and help your child and their individual needs. We work with the child and the family to develop any additional provision that meets the child's needs. TAs are often involved in meetings with parents and outside agencies. The School Nurse is sometimes involved and we have staff who are trained in administering medication and paediatric first aid if it is medically linked.

What if my child doesn't get a diagnosis but they are still behind?

A diagnosis will never affect the high quality provision that is provided to children at Wansdyke. It may add to and build upon provision already in place but children who have been identified as having SEN-diagnosed or not-will always receive the specific help they need to help them progress and achieve at Wansdyke.

What if my child needs significantly more help?

Further to our in school IEP, which we monitor, some children will have significantly greater needs. We as a school may seek support from outside agencies, create a Bristol Support Plan and in some instances we can apply to the Local Authority for an Education Health Care Plan (EHCP), which is overseen by the Bristol SEN department. The SENCO will advise you on this and create the application. There will usually be 2 terms of monitoring before the application to demonstrate what has been tried and reviewed and provision in place would need to exceed that outlined in the Local Authority document 'Ordinarily Available Provision'.

<https://www.bristol.gov.uk/files/documents/4753-bd14883-a-guide-to-oap-for-parent-carers-v2/file>

Will there be additional funding for my child?

Schools receive funding for all children including those with SEND and these needs are met from this. The Local Authority may contribute 'Top Up' funding if the cost of meeting an individual child's needs is more than £10,000 a year. The money is not a set amount and needs to be regularly reapplied for: you will be told if this applies to your child.

My child has an EHCP, SEN or disability, how can you help?

When children have an identified Special Educational Need or Disability (SEND) before they join our school community we work with the people who already know them (starting with you, the family but may include other educational professionals and outside agencies) and use the information to identify what their needs will be in our school setting and what support and provision would be best for the individual child. We encourage pre-visits and induction periods, where possible. If they have an EHCP we will carefully assess how we can meet the needs of your child in line with their EHCP and make reasonable adjustments to best accommodate your child.

My child has a physical disability, is your school accessible?

Our 1960s building is single storey; classrooms and all other parts of the school are accessible to wheelchair users via external doors into each classroom or (KS2 classrooms) via the main entrance. There is an accessible hygiene room/changing facilities. We have an access plan on the website with more information.

If my child is going out for extra support, does this mean they have SEN?

Some children who receive additional support in school do not have a SEND. If we find that a child is not achieving what we expect for their age we will assess them and put in some intervention work. This may include a speech and language programme, social or emotional support, Reading, Writing or Mathematics help and it may be on a 1:1 or small group basis, in or out of class. If a child continues to not make progress with this help, we will consult with parents and specialists to explore whether the child has a Special Educational Need or Disability.

Who will work with my child?

Ultimately, the class teacher has overall responsibility for your child's education so they will be their main teacher; any additional support will always be overseen by them. That said, your child might also work with one of our TAs or in some cases be seen by outside agencies, who might do a class observation or a 1:1 session by a number of outside agencies including School Nurse, Educational Psychologist, Hearing Impairment Team, Occupational therapy, Speech and Language team, Bristol Autism Team Outreach, Social Care and sometimes private consultants in particular fields, such as behaviour or learning improvement teams. You will always be informed and permission sought if your child is going to be met and supported by an outside agency.

What specialist services and expertise are available and how do we all work together?

Occasionally, in order to support the identified needs of your child, the school will seek advice and support from other professionals. We work in collaboration with a range of services and professionals who can support your child.

These include:

- School Nurse
- Early Help
- Educational psychologist
- Speech and Language Therapist
- Occupational Therapist (OT)
- CAMHS
- Inclusion Support Team
- Consultant paediatrician

In addition to these services, schools can access social services if there are additional concerns.

How will I know how my child is getting on?

All of our teachers aim to communicate with families immediately if problems are identified. When a child has a SEND, they will make sure that parents are kept involved in the progress that their child is making. This may be through informal phone calls and meetings at the end of a day/week. This can also be during parents' evenings or in more formal meetings with the SENCO and outside agencies. Pupils are assessed 3 times per

year and Pupil Progress meetings take place between the class teacher and the head teacher twice a year to discuss all pupils, with a particular focus on any SEND children. Any progress towards an IEP target will be shared and amended (in addition to the twice a year review). Furthermore, all children receive a written school report in July.

How can I communicate with the class teacher about 'small stuff'?

At Wansdyke we pride ourselves on being a small and caring community. All of our staff are very approachable. Every morning there is an adult on the gate who can pass on any messages for the class teacher and at the end of the day the class teacher will always dismiss the class if you need to catch them. Appointments can be booked to discuss longer or more private matters via the office. All children have reading records or planners where notes can be written and some children may have a home-school book.

Can you ever help me at the start or the end of the day?

Wansdyke prides itself on being an inclusive and equitable school. At the start of every day, the school runs its own Breakfast club from 7:45am and we would be able to support SEND children in attending this if required. Throughout the year, the school has a variety of clubs and activities that take place after school or at lunchtime and all children have the opportunity to join in.

My child really struggles with change, how will you help them moving year groups?

All of our classes have a transition session at the end of Term 6. We find that this makes for a more positive start in the Autumn Term as the teacher has had chance to begin developing positive relationships with the children which is the foundation of everything we do. Adaptations will be made as necessary for children with SEND. We often find that we do some additional transition activities with SEND children to help secure this new relationship further and become familiar with the new class environment.

My child is in year 6, what will you do to help them transition to secondary school?

We strongly advise all parents of SEND children to start exploring the idea of secondary school from Year 4 onwards. They are all different sizes and cater to different needs, but each has a SENCO who can advise you and go through everything in a visit. As for your child, all Year 6 children are well prepared for transition to secondary school by the Year 6 teacher. Receiving schools have induction days but

additional visits are put in place by the SENCOs from both schools when a child has SEND or has other needs that may make transition difficult. A SENCO from a secondary school may also visit our school and meet with the SENCO and the family to discuss the child and see the environment they are currently in.

All teachers use a wide range of strategies in order to make sure that every child is appropriately supported through Quality First teaching:

- Differentiated planning recognises a range of abilities in all lessons
- Additional resources, apparatus or ICT is used to support learning for all groups
- Class-specific TAs: we have very knowledgeable and experienced TAs who are used to supporting all children, including SEND children with their provision
- Plans and assessments are shared between teachers and TAs to ensure all progress is reported and next steps and planned for (which is overseen by the class teacher)
- 'Pre-teaching' lessons take place where the TA works with a group and revises old content and prepares the child for the new learning objective, so they are able to focus and access learning to the best of their ability when it is covered in class, later in the week
- Individuals or groups may withdraw from the classroom for part of a lesson, either to reinforce a concept or move on to a new part of the learning (this is under the direction of the class teacher)
- Specific learning programmes may be taught to an individual or group, away from the lesson, that will address a specific need, often this programme is recommended as part of an action plan from an outside agency
- Targeted, alternative or extra homework might be issued, which will be designed to complement what happens in the classroom

Available interventions:

- ELSA
- Drawing and Talking
- LEGO therapy
- Homunculi Approach
- Precision teaching
- Social detectives
- SMART moves

- Sensory Circuits
- RWI tutoring programme
- Colourful Semantics
- Speech and Language
- NELI
- Specific handwriting, writing and maths support
- Pets as Therapy Dog-Buddy
- Fine and gross motor interventions
- Fresh Start

The Local Offer

The Local Offer is the Local Authority's publication which provides clear and detailed information about how you can access available provision across education, health and social care for children and young people in their area who have SEN or are disabled. The SEND Local Offer can be via the following link <https://www.bristol.gov.uk/bristol-local-offer>

Below are some details of other organisations that may provide further useful information.

Independent Provider of Special Education Advice (known as IPSEA) - <https://www.ipsea.org.uk/>

Mencap- <https://www.mencap.org.uk/>

SEN Code of Practice- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

National Autistic Society- <http://www.autism.org.uk/about-autism/autism-and-asperger-syndromean-introduction/what-isautism.aspx>

British Dyslexia Association- <http://www.bdadyslexia.org.uk/>

The dyscalculia Information Centre- <http://www.dyscalculia.me.uk/>

Dyspraxia Foundation- Dyspraxia Foundation- <http://www.dyspraxiafoundation.org.uk/>

Young Minds: Child and Adolescent Mental health- <http://www.youngminds.org.uk/>

Bristol Autism Support- <https://www.bristolautismsupport.org/>

FLORA (Families, Local Offer, Resources and Advice) - 0117 352 6020
flora@bristol.gov.uk

Bristol Parent Carer Forum- <https://www.bristolparentcarers.org.uk/>