

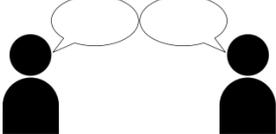
SEND Information Report

– Every child is included.

Who do I talk to?

1. Talk to your child's Class Teacher
2. Talk to Miss A Hall – current Inclusion Leader

Your child may need help with

the way they talk either with adults or other children	learning in class or in a small group or by themselves	learning to control their emotions	their physical needs, including eyesight, hearing, spatial awareness etc
			

Our teachers look after children with lots of different needs, but some children need more support so the Class teachers plan for those needs and let the Inclusion leader know.

We'll watch, help & support, check understanding and track progress.

Then, either everything is good  and your child is back on track with the class, or ...

...we need to help some more. *If so, we will contact you.*



This is called SEN Support.



At this point, your child is on the SEN register. Help may be from in school or from out of school, but **we'll talk** about it. Teachers will meet you three times a year to talk progress and next steps.



If this long term support is needed, then lots of things may happen.



We may start having Annual Reviews so that we can look at progress and needs over a longer period of time.

We may ask our Educational Psychologist, Speech and Language Therapist, Physio or another specialist to meet with you and your child.



We may talk with you about applying for additional funding or an Education Health Care Plan. An EHCP used to be a statement, but since the Code of Practice changed in September 2014, Schools, Doctors and your Social Workers are working more closely together to get things right for your child more quickly.



We have compiled some frequently asked questions which may help...

At Wansdyke, all children have their learning tracked and monitored by the class teacher. Class Teachers will differentiate lessons and plan additional interventions ('provision') to help all children meet their potential. All provision is reviewed regularly as part of the graduated approach 1



Core provision for all children

Additional provision for children with SEND

Start at Wansdyke (Reception class)

Class teacher completes a home visit, in some cases with the SENCO or Learning Mentor

All children taught in class setting and provision and additional monitoring put in place for any children who are making limited progress in line with EYFS/National Curriculum outcomes. Any parental concerns to be shared with the class teacher.

Child's progress is shared through informal catch ups and a formal parents' eve (2 x per year) and end of year report. Any concerns shared and acted upon. Any provisions fed back to family if appropriate

Child meets new teacher in a 'class swaps' morning. Parents given chance to meet new teacher. Class teacher hands over all information to the next teacher.

Summer for Year 6:
Teacher from the new setting comes in to school to meet the new cohort and class teacher.
Child attends transition session (s) at new school.

Pre-school setting contacts Wansdyke SENCO for a transition visit to share SEND info. Family invited for additional transition sessions and a One Page Profile (OPP) may be created. If the Differentiated Early Years Outcomes are being used (DEYO) this will continue until the child is ready for the EYFS outcomes for progress to be assessed against.

One page profile monitored and updated with the family. Existing provision is continued or outside agency recommendations are put in place to make sure that any new or existing additional needs are supported.

OPPs are updated. Additional meetings with family, class teacher and/or SENCO occur to feedback any outside agency reports or recommendations.

An annual review may be held to review any plans and /or additional funding requirements (May/Nov), if appropriate.

Additional transition sessions are arranged, if appropriate for child and/or family with new class teacher.

SENCO contacts SENCO from new setting. Additional transitional meetings and visits may be arranged for the child, as required. SEND paperwork shared with new setting and an annual review may take place with new SENCO. Funding may be applied for in May if required.

Year 6

FAQ

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 start here, we work with the people who already know them (starting with you, the family) and use the information already available to identify what their needs will be in our school setting and how best we can manage this. 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 the document and make reasonable adjustments to best accommodate your child.

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), a home visit is carried out in order that we can quickly get to know families and parents/carers can begin to know members of staff and procedures. Our SENCO can also carry out a home visit, or nursery/preschool visit, for children starting school if it is requested or we believe it would be valuable.

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.

I think my child might have additional needs, who can I talk to?

If a child has not been identified as having a SEND, parents and carers should discuss their concerns with the class teacher, who will speak to the SENCO to explore the options available. 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 can then 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.

What is a SENCO again?

The Special Educational Needs Coordinator (SENCO) is responsible for coordinating SEND and our team of support staff, ensuring that all members of staff working with a child are aware of their individual needs. Our SENCO is Alice Hall (who currently teaches in Year 4) and she will also make referrals, organise multi-agency meetings and make sure that parents are kept well informed during their child's time at Wansdyke. The SENCO also ensures staff SEND training is up to date and relevant to the children we work with at any given time.

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.

How would you identify if my child needs additional support but I didn't know anything about it?

A parent, teacher, Teaching Assistant (TA) or other professional working within our school may believe that a child has a SEND which is affecting their ability to learn and/or access the curriculum. This may also come from an outside agency, such as the family GP or previous school. We listen carefully to any

concerns and involve parents straight away (if they have not raised the issue). Depending on the issue identified, we might immediately involve outside agencies, set up support from a member of our own staff or carry out a period of monitoring before taking any action.

What happens once my child is diagnosed?

Whatever is learned about a child, we will share it with parents/carers and agree with them what we will do next and what they can do to help their child. 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?

It may be that the outside agencies are still unable to provide a diagnosis, but your child is still significantly behind their peers. In these instances, we will still monitor your child and provide differentiated work or provision that helps close the gap in their learning.

How will I be involved with the support my child gets?

In most cases, SEND children will have a One Page Profile. This is a child-led personalised document that staff can use to get a snap shot of how a child likes to learn and what their targets are that they are working on. The targets are initially designed by the child and the teacher and then shared with the family. At this stage, the family are encouraged to find a target to work on at home that will help their child work on something that may not be academic, but one that they feel is important to be developed. This profile is an active document that gets worked on at home and in school. It's updated when targets are met and formally reviewed twice a year. It has been designed to capture the views of the family and the child, which in turn allows the teacher to create personalised provision. All SEND families can book an appointment with the Class Teacher or SENCO at any time if they feel the support needs a review.

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 program, 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.

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 a One Page Profile 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. All children have reading records or planners where notes can be written and some children may have a home-school book in addition to everything else.

What do you offer 'beyond the classroom'?

We are committed to making sure that every child has the opportunity to take part in the whole curriculum, including off-site trips, visits and residential camps in Years 2, 4 and 6. We will always engage with families about how best to arrange appropriate adult support and specialised transport, if necessary, to facilitate access to such activities. We expect all children to take part in class and whole school activities and to be an active member of their 'House Team'. We are very proud that we have successfully included children with SEND in school plays, trips and Sports Days for many years. Wansdyke have a fantastic PTFA (Parents, Teachers and Families association) who regularly organise activities for all children and their families.

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

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. We will always work with parental insight to explore ways to make these clubs accessible to our SEND children who wish 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 make some assessments of where children are in their learning and make adjustments as necessary for children with SEND. We often find that we do some additional transition activities with SEND children after this, when they have new questions raised.

I can't believe how quickly it's gone and now 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.

What if my child needs significantly more help?

Further to our in school One Page Profile, which we monitor, some children will have significantly greater needs. In some instances they will be provided for by an additional document, the 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 6 months of monitoring before the application to

demonstrate what has been tried and reviewed.

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. Parents can have a say in how this will be used. The money is not a set amount and needs to be regularly reapplied for: you will be told if this applies to your child.

Some children, who receive or have received entitlement to Free School Meals (which is regardless of whether they receive an actual free lunch in Year R/KS1) are allowed funding called Pupil Premium. This is based on their parents' income and entitlement to benefits. Detail of how the Pupil Premium money is spent is also on our website.

What does a normal day look like?

All classrooms will have their own routines and procedures that the children quickly pick up, that fit around the school timings. At Wansdyke, we work hard to meet the needs of every child in the classroom. Embedded in our practice across the school is the use of use workstations, sensory equipment visual timetables, sand timers, ICT, wobble cushions and a variety of dyslexia friendly, visual, aural and kinaesthetic activities to aid learning for all our children.

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

Who can I contact for further information?

Head Teacher: Adam Smith 0117 9030218

SENCO: Alice Hall 0117 9030218