THOMAS WILLINGALE SCHOOL AND NURSERY

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Headteacher: Miss T. Phillips B.A. (Hons.), PGCE

Special Educational Needs and Disabilities (SEND) Information Report

What does the SEND Information Report explain?

Every school is required to publish a SEN Information Report which details the school's arrangements for identifying, assessing and making provision for pupils with SEN. It must also include information about the arrangements for the admission of disabled pupils, facilities provided to assist access and the school's accessibility plan.

SEND/Inclusion Contact Information:

Inclusion Manager SENDCos Inclusion Admin Assistant	Mrs J Burgess Mrs L Ford Richards Mrs L Fisk Miss M Wright
Contact details	Telephone: 0208 508 7287 (and select option 3)
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Dedicated time	Monday – Friday inclusive
SEND Governor	Debbie Symes
Local Offer Contribution	www.thomaswillingaleprimary.co.uk/

Whole School Approach:

At Thomas Willingale School and Nursery we are committed to ensuring that all pupils, regardless of their specific needs, make the best possible progress in all areas including personal, social and emotional. High quality first teaching and additional interventions are implemented across the school contributing to our inclusive one planning approach. We regularly review and record what we offer every child in our care and what we offer additionally. This serves to embed our

high expectations among staff about quality first teaching and the application of an adapted and personalised approach to teaching and learning. We make a point of discussing hopes and aspirations with all our learners. All our learners are fully included in all aspects of school life. All teaching staff use the Essex Provision Guidance Toolkit to ensure their curriculum and the classroom environment is suitably and effectively adapted for children with special educational needs and disabilities (SEND).

All teachers are responsible for every child in their care, including those with special educational needs and disabilities as part of the Teachers' Standards and the SEN Code of Practice 2015.

We follow a graduated approach to our SEND support using the cycle of assess – plan – do – review:

Assess:	
Types of formal assessment:	**Completed by:**
Half termly	Class Teachers
Individual	Inclusion Manager/ SENCO /Specialist Teacher/Educational Psychologist/SEND LSAs
Re-assessment	Inclusion Manager / SENCO /Specialist Teacher/Educational Psychologist/SEND LSAs
Plan:	
Types of planning:	**People involved:**
O One planning meetings to agree outcomes, actions and provision	Child/parents/Class Teacher/LSAs/Inclusion Manager/ SENCO /Other relevant professionals involved. E.g. Specialist Teacher.
O Individually planned targets in class and/or 1:1 support	Child/parents/class teachers/LSAs/Inclusion Manager/ SENCO /Other relevant professionals involved. E.g. Specialist Teacher.
O Group interventions	Class Teachers/LSAs/Phase Leaders/Inclusion Manager / SENCO
Do:	
Types of action ('Do'):	**People involved**:
O Implementing interventions	Class Teachers and LSAs
O Record keeping	Class Teachers/LSAs/Inclusion Manager / SENCO
O Parental involvement at all stages	Class Teachers / Inclusion Managers / SENCO
O Regular feedback between Class Teacher and LSA	Class Teachers and LSAs

○ Liaison with Inclusion Manager / SENCO	Class Teachers/LSAs/Inclusion Manager / SENCO / /parents/other relevant professionals/other relevant school staff e.g. Family-School Co-ordinator
Review:	
Types of review:	**People involved:**
○ Termly one planning meetings to discuss: outcomes met/not met?	Child/parent(s)/ Class Teachers/ LSAs /Inclusion Manager / SENCO /other relevant professionals
○ Effectiveness and impact of intervention(s)	Class Teachers / Inclusion Managers / SENCO
○ Agree next steps	Child/parent(s)/ Class Teachers/ LSAs /Inclusion Manager / SENCO /other relevant professionals
○ Annual review for children with an EHC Plan	Child/parent(s)/ Class Teachers/ LSAs /Inclusion Manager / SENCO /other relevant professionals

What are Special Educational Needs and Disabilities?

As per the SEND Code of Practice, 2015, we refer to the term 'special educational needs' if the following are applicable:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision ***different from or additional to*** *that normally available to pupils of the same age.*

As per the SEND Code of Practice, 2015, we refer to four broad areas of need:

Communication and Interaction
Overview: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Details of our provision: - Speech & language therapy input: 1:1, advice, recommendations, training; - Makaton signing; - Intensive interaction - teaches basic communication skills such as turntaking; - Visual support - visual timetable, prompt cards and visuals for communication; - Multi-sensory resources; - Sensory room; - Sensory garden - ICT support such as iPads, Dictaphones, Talking Postcards; Clicker - Wellcomm: A speech and language toolkit for the early years - small group support; - Speech link, infant link and junior link

Cognition and Learning
Overview: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Details of our provision: • Educational psychologist/Inclusion Partner for cognition and learning advice, recommendations and support;

- Visual support, such as visual timetable;
- Multi-sensory resources, such as Numicon - a practical resource to aid maths;
- Use of ICT such as Communicate Print;
- Use of whiteboards for children who have difficulties copying from the board;
- Use of mind maps/spidergraphs for children with memory difficulties;
- Individual task and prompt cards for remembering basic instructions;
- Small group support;
- Lessons adapted to need/level;
- 1:1 tuition;
- 1:1/small group support teacher/LSA;
- Focused marking: to develop and extend learning;
- Ultimate Guide to Phonological Awareness;
- Toe by toe: to develop fluency with basic reading;
- Reading and Thinking: to develop comprehension skills;
- Precision Monitoring;
- Plus 1/Power of 2: to develop fluency with basic maths skills.

Social, Emotional and Mental Health (SEMH)

Overview:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Details of our provision:

- Emotional Wellbeing and Mental Health Services (EWMHS -formerly CAMHS);
- Educational psychologist advice, recommendations and support;

- Inclusion Partner / Specialist teacher advice, training, support and recommendations;
- Pastoral care, including listening to the view of children with SEND and measures in place to prevent bullying;
- Specific needs planned for such as within a '5 Step Plan';
- 6s&7s: empowering children to become confident, independent learners;
- Social Stories by Carol Gray™;
- SMART Thinking: an interpersonal and social thinking skills programme;
- Social skills group;
- Relaxation techniques and Mindfulness activities.
- Family School Co-ordinator sessions – including play therapy;
- School Counsellor.
- All staff trained in Attachment Awareness.
- All staff trained in Trauma Perceptive Practice
- MyHappyMind programme across all years
- MIND series of workshops with classes and parental support where needed
- Sensory Garden, sensory room and additional sensory spaces/resources across the school
- OPAL Play programme to support lunchtime and breaktime play and social development
- Health and Family Support practitioner
- Essex Child and Family Wellbeing service

Sensory and/or physical needs

Overview:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or re-habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Details of our provision:

- Physiotherapist and occupational therapist advice, recommendations and support;
- Specialist teacher for physical needs;
- Sit 'n' move cushion;
- Writing slope;
- ICT;
- Adapted PE lessons;
- Extra-curricular activities are available to all pupils;
- Gym Trail: developing fine and gross motor skills;
- Sensory room and sensory garden;
- Sensory play / learning resources;
- Sensory diet assessment and support.

Monitoring Provision:

We have internal processes for monitoring quality of provision and assessment of need. These include:

- Lesson observations;
- LSA observations;

- Monitoring of planning to ensure the inclusion of appropriate and clear differentiation so all children can access the curriculum;
- On-going evaluation and impact of provision from CTs, SENCO and senior management team;
- Re-assessments;
- Insight, which monitors progress and records achievement term by term.
- Tracking of pupil progress against individual targets

Consulting with children and their parents:

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	**Who is involved**	**How often this happens**
Discussion (in person/phone/email/letter)	Child/Parent/Teacher/Family School Co-ordinator/Inclusion Manager / SENCO /Phase Leader/Deputy Head teacher/Head teacher/Other professional	We have an open door policy. We will meet/talk with parents whenever we are available.
Parent Consultation Day / Evening	Parents/child/Teacher/Inclusion Manager / SENCO	Twice a year (Autumn and Spring Terms). On-line booking is available for parents to book an appointment with the Teacher and an appointment with the Inclusion Manager / SENCO (where relevant).

One Planning Meeting/Provision Plan Meeting/Review of 5 Step Plan	Child/Parent/Teacher/Inclusion Manager/ SENCO /LSA (where relevant)/Other professionals where relevant.	Three times a year.
Annual Review	Child/Parent/Teacher/Inclusion Manager/ SENCO /LSA (where relevant)/Other professionals where relevant.	Once a year (within a year of the last Annual Review or implementation of the date of the EHCP).
Questionnaires	Children and Parents	Annually. Plus feedback forms available and parent consultation evenings / day.

Identification of SEND:

Usually, the class teachers will identify when a child needs extra support but sometimes a child may be receiving support before they start school. If you have any concerns, questions or information relating to your child and the need for additional support please speak to the Inclusion Manager.

When a class teacher has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the Inclusion Manager / SENCO and a decision about implementing appropriate additional support will be made. Parents will be involved in this discussion.

Staff development:

We are committed to developing the on-going expertise of our staff in the following ways:

- Whole staff training sessions;
- Booster in-house training sessions on areas of SEND;
- Attending courses;
- On-line training;
- The Inclusion Manager / SENCO attends the SEND Cluster & Consortium meetings;

- The governor with specific responsibility for SEND has completed the SEND governor training.
- Awards completed by the Inclusion Manager / SENCO include the National Award for SEN Coordination and the Advanced SENCo as Leader Award.
- The SENCO is also one of the “Essex Partnership SENCOs” and a Specialist Leader in Education.

We have access to support from the following external agencies:

- Statutory Assessment Service (SAS);
- Educational psychology team;
- Inclusion Partners;
- Child Development Centre (Consultant Paediatric Team);
- Speech and language therapy service;
- Occupational therapy service;
- Physiotherapy service;
- Social Care;
- School Nurse;
- Emotional wellbeing and Mental Health Service;
- Family Solutions;
- Banardos Essex Child and Family Well-being Service (formally the Children’s Centre;
- Children’s Society;
- The Royal London Hospital.

Staff have recently had, or have scheduled, training in the following SEND areas:

- Speech, Language and Communication – Various of courses and training – on-going;
- STAR Analysis;
- Use of the Provision Guidance;
- Communicate In Print;
- Dyslexia Awareness;
- Supporting Children with Learning Difficulties and Disabilities;
- Supporting pupils with SEMH;
- Attachment Awareness;
- Trauma Perceptive Practice.
- Autism Awareness

In addition, staff attend training courses throughout the year as appropriate to an area, or areas, of need of children in their class(es).

Staff deployment

Considerable thought, planning and preparation go into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Support staff are deployed in the following ways:

- 1:1 support for specific targets;
- Small group support;
- General classroom support;
- 'Hover' support to develop independence;
- Carrying out intervention programmes;
- Supporting extra-curricular activities;
- Championing specific areas of focus, such as Speech and Language and Pupil Premium.

Admissions and Transitions:

Children with statements of special educational needs/ Education, Health and Care Plans that name a school in the plan are required to be admitted to the school that is named.

Please refer to our Accessibility Policy and Plan in the Policies section of our website to read full details about the arrangements for the admission of disabled pupils, facilities provided to assist access and the school accessibility plan.

All pupils are entitled to a Home Visit from our Family School Co-ordinator before starting at our nursery and our school. The Inclusion Manager / SENCO will attend Home Visits for children who we already know have SEND.

Transition begins between our nursery and our reception classes with visits in the summer term before the children are due to begin school. If a child is known to have SEND then the parents will meet with the relevant staff and the Inclusion Manager / SENCO to plan the support needed. If the child does not attend our nursery but we are informed that they have SEND then the Inclusion Manager / SENCO will attend the Home Visit and will make contact with the relevant nursery/pre-school to arrange a visit and a handover meeting.

Where relevant, photographs of key staff and areas in the school environment will be put into a booklet for the child to share with her/his family over the summer break. Teachers also create welcome videos for children and their families to watch during the summer.

Towards the end of the summer term, we have class Transition Day where all the children spend the morning with their new (September) class teacher. If a child has SEND appropriate agreed transition programme will be in place to help the visit go well. This will include additional visits to the new (September) classroom and class teacher. Usually this will be the same day that our current Year 6s will visit their secondary schools and our new reception pupils will visit us for a teddy bear's picnic.

If there is a change of LSA supporting a child, the new LSA will take time to get to know the child and the child's needs in the summer term.

A One Page Profile will be created for children with SEND which is used to share with staff about what is important to a child and the best ways to support them.

We work closely with our local secondary schools, meeting with the SENCO and head of year beforehand to discuss children's needs. A transition programme will be put in place and additional visits will be arranged, as appropriate. The transition programme will include learning organisational skills, reading timetables and discussing and dealing with the emotional aspects of moving onto a new school.

Complaints:

We hope that complaints about SEND provision will be rare. However, if there should be a concern the process outlined in our complaints policy should be followed. The complaints policy can be found on our school website.