

SEND Information Report

In September 2014 the Government introduced changes to help support children and young people with special educational needs, and their families.

As part of this, the Local Authority has a duty to produce a Local Offer, to provide information about the availability of services, activities and support available in the local area. This includes health, social care, education and leisure, and information from charities and support groups.

In Wakefield, a local offer has been produced in conjunction with parents, carers, colleagues from health and the voluntary sector, and can be found on <http://wakefield.mylocaloffer.org/Home>

At West Bretton, we are contributing to Wakefield Authority's Local Offer in the following way:

- Policy for Special Educational Needs
- Medicine Policy
- Accessibility Plan
- Admissions Policy

Our Vision for children with SEND

As an inclusive school, we value each individual child, recognising that everyone is unique, with his/her own special characteristics and qualities. We are proud of the fact that we nurture the whole child - building children's self-esteem, confidence and emotional well-being, as well as enabling them to achieve academic success.

- The broad areas of SEND need are:
- Communication and Interaction (C and I): This includes children with a delay in speech and language, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those presenting with features within the autistic spectrum.
- Cognition and Learning (C & L): This includes children with moderate, severe or profound learning difficulties, or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia.

- Social Emotional and Mental Health (SEMH): This includes children who may be withdrawn or isolated, disruptive or disturbed behaviour, hyperactivity or lack of concentration
- Sensory and/or Physical (S/P): This includes children with sensory, multi-sensory and physical difficulties.

Area Of Special Educational Need or Disability	Relating to difficulties with:
<p style="text-align: center;">Communication And Interaction</p>	<p>Children may have a delay or disorder in one or more of the following areas:</p> <ul style="list-style-type: none"> • <u>Attention/Interaction skills</u>: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Interactions will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation. • <u>Understanding/Receptive Language</u>: May need visual support to understand or process spoken language. Repetition of language and some basic language needs to be used to aid their understanding. • <u>Speech/Expressive Language</u>: May use simplified language and limited vocabulary. Ideas/ conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonic awareness still fairly poor and therefore their Literacy can be affected.
<p style="text-align: center;">Cognition And Learning</p>	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills; □Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing • Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.
<p style="text-align: center;">Social, Emotional and Mental Health Difficulties</p>	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties • Anxiety and depression • Attachment disorders • Low self esteem

	<ul style="list-style-type: none"> • Issues with self esteem
<p>Sensory and/ or Physical</p>	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross/fine motor skills • Visual/hearing impairment • Accessing the curriculum without adaption • Physically accessing the building(s) or equipment • Over sensitivity to noise/smells/light/touch/taste • Toileting/self-care

Regularly asked questions, and answers

How does the school know if my child needs special help?

- Liaison between us and previous settings
- Close communication with parents
- Liaison with external agencies e.g. Educational Psychology, Learning Support Services, Medical Services, CAMHS, CIAT
- Child performing below age-related expectations
- Professional conversations between school staff regarding concerns related to behaviour issues, slow progress or underachievement

What should I do if I think my child may have special educational needs?

Initially you should talk to your child's class teacher. They will then observe and assess your child, monitor his/her progress and keep you informed. They will liaise with Miss Nelson, the SENCo, Head teacher and other staff, to build a full picture of your child.

How will the school support my child?

- As far as possible, your child's needs will be met within the classroom, supported by high quality teaching, including lesson planning that takes account of the needs of each child.
- Regular assessments track the progress of all children.

- Initially, a Learner Profile will be completed so that every staff member can access an overview on how to support the child and their learning.
- If there is a need, the class teacher will develop a plan for your child with the SENCo, setting appropriate targets which may be recorded on a Support Me to Learn Plan. This will be reviewed at least three times a year in order to monitor progress and determine the effectiveness and impact of the support given.
- The school may seek support from outside services. This will be discussed with you and a referral made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. Our SEN Governor, Mrs Alex Wriglesworth, will work with the SENCo.

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

- Lessons are planned appropriately so that all children can access learning and make progress.
- Teachers take account of the needs of the individual child, planning differentiated tasks and providing appropriate resources.
- Regular and thorough tracking and assessment enables each class teacher to analyse the progress of the child.
- Reviews of learning targets for your child are reviewed three times a year with the class teacher, sometimes involving the SENCo, and new Support Me to Learn Plans are organised as necessary.
- Literacy and maths targets support children's individual needs and are regularly updated.
- Children work in a variety of groupings, such as small supported groups, 1 to 1 with a TA, mixed ability and similar ability groups to ensure progress is being made and the child is supported in the best possible way.

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

- The class teacher will meet with parents at least twice a year (this could be as part of parent's evening) to discuss your child's needs, support and progress. For further information the SENCo is available to discuss support in more detail.
- We offer an open door policy where you are welcome anytime to make an appointment to meet with either the class teacher or the SENCo to discuss how your child is getting on. We can offer advice and practical ways that can assist you in helping your child at home.
- Your child may have a Support Me to Learn Plan in place, detailing targets which your child will be expected to achieve by the time it is reviewed. This is shared with parents and you are encouraged to be involved in this.
- If your child has a My Support Plan (MSP), reviews will take place termly. Parents and carers are invited to this, alongside any outside agencies that have worked with school to support your child to review and set new, appropriate targets.

- If your child has complex SEND they may have an Education Health Care Plan (EHCP) which means that a formal Annual Review will take place to discuss your child's progress, and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

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

- The special educational needs (SEND) budget is managed by the Head Teacher, SENCo, and SEN Governor.
- Resources are requested and provided, as necessary, to support each pupil's learning.
- Regular meetings are held to monitor impact of extra support.
- The governing body is kept informed of funding decisions.

How will school support my child in making transitions to new schools?

- The majority of our children move on to Kettlethorpe High School, Horbury Academy, or Darton College, and we have excellent links with these schools.
- Our Year 5/6 teacher or TA accompanies the pupils on several 'taster-days' throughout Year 5 and 6, supporting children as they experience working in the secondary schools, mixing with pupils from other feeder schools, meeting the staff, and engaging in the sorts of activities they will be involved in at a secondary school.
- From Summer 2018, our Y5/6 will work with Horbury Academy on a specific Transition Project. The purpose of this transition project is to develop the pupils' skills, knowledge and experience in English and mathematics, to prepare them for the same subjects in secondary school. As well as this, there will also be the opportunity to develop their life skills, with a focus on the primary-secondary transfer. It is anticipated that this will benefit all pupils, and not just those intending to go onto Horbury Academy. It is hoped that pupils will be given a taste of what is to come, whilst also providing the English and Maths teachers with some understanding of pupils' capabilities when they arrive at the start of Y7.
- In the summer term, Community Navigators, a team run by CAMHS, come in to school to work with our Yr6's and conduct a workshop called 'Luggage for Life'. This supports children with their transition onto secondary school.
- As required, meetings are held between children and parents and the SENCo's from our school and the secondary school.

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

- Each child is assessed individually according to the SEND Code of Practice and LA guidance, and personalised or group learning support programme(s) will be developed, dependent on need.
- Additional assessments from outside services, such as Educational Psychology, the Communication Interaction and Access Team, Language and Learning Support, Paediatric Services, or Speech and Language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- Pupil progress meetings are held with the Head Teacher and class teacher to track progress and decide upon further support.

Who can I contact for further information?

- Class teacher
- Head teacher: Mrs Jill Womersley headteacher@westbretton.wakefield.sch.uk
- SENDCo: Miss Hannah Nelson hnelson@westbretton.wakefield.sch.uk
- SEND Governor: Mrs Alex Wriglesworth awriglesworth@westbretton.sch.uk

Local Offer at West Bretton Junior and Infant School

	Whole School Response. Universal Quality First Teaching	Targeted support for individuals or small groups Short / medium term	Specialised individual support. Medium / longer term
Learning Curriculum	<p>At West Bretton School we follow the National Curriculum.</p> <p>Work is differentiated to meet the needs of the individual.</p> <p>Marking is thorough, and as far as possible immediate feed-back is given as work is marked alongside the children. Marking clearly indicates whether the learning objective has been met, and usually contains a comment on how to improve, or move the learning forward.</p> <p>Subjects such as geography, history, art and design and technology are combined and taught through a 2-year rolling cycle of topics, designed to engage the children in their learning.</p>	<p>Pupils may be identified as needing additional support in some or all lessons in school. These will usually take the form of interventions, mainly within but on occasions outside of the classroom.</p> <p>Pupils may access the interventions for as long as they need to.</p> <p>Interventions are currently taught for phonics, reading, writing, handwriting, speaking and listening, self-esteem and maths.</p>	<p>For a variety of reasons, some pupils need more individualised learning. They will usually have been referred to at least one outside agency, such as the Language and Learning Support Service or the Educational Psychologist. Our school works with professionals from these agencies to create a Support Me to Learn Plan for the pupil, which includes curriculum targets agreed by the pupil and the teacher.</p> <p>Pupils may be withdrawn from class to work with a teaching assistant on tasks which will help them to meet the targets on their Support Me to Learn Plan. Alternatively, this work may be undertaken in the classroom.</p> <p>Support Me to Learn Plans are shared with the pupil and their parent/ carer.</p>
Support	<p>At some point each day, all classes have support from at least one teaching assistant, in addition to the class teacher. These teaching</p>	<p>Small groups of pupils may be supported by a teacher or teaching assistant.</p> <p>Parents of pupils receiving</p>	<p>Some children will need more 1-1 support. This will usually be accessed by a 'My Support Plan' or 'Education, Health and Care plan',</p>

	<p>assistants work with all children in the class, helping them to achieve their potential.</p>	<p>additional support will be informed of this support.</p>	<p>drawn up in liaison with the SENCo.</p> <p>Support for individual pupils may take the form of an adult working 1-1 with the child; working with the child in a small group or working close to the child, to encourage independence and friendship with the child's peers. It could also take the form of the purchase of equipment needed for an individual.</p> <p>Where a child does not have an Education, Health and Care Plan, school may still decide to provide 1-1 support if possible, dependent upon staffing and budget.</p> <p>Pupils may have an individual visual timetable or other visual prompts to help them to understand the structure of the day.</p>
<p>Teaching Approaches</p>	<p>At West Bretton School we try to ensure that all children are actively engaged in their learning.</p> <p>Teaching includes a wide variety of approaches and will involve visual (what the child can see), auditory (what the child can hear) and kinaesthetic (learning by doing) learning.</p>	<p>Small group interventions are usually very practical, involving multi-sensory learning.</p> <p>Pupils may be taught using laptops or iPads.</p> <p>Interventions may not always have an obvious link to the area of need. For example, Musical Interaction may be used for a child who lacks</p>	<p>Highly individualised teaching will be tailored to the needs and interests of the pupil.</p> <p>Teaching approaches may involve a great deal of repetition and overlearning. Some specific techniques include the use of word webs, to learn and remember vocabulary, or precision teaching.</p>

		attention or who finds it difficult to take turns.	
Physical	<p>All pupils in Years 1 to 6 have 2 PE lessons each week. In Y5/6, one of the lessons is swimming at Featherstone swimming baths.</p> <p>Pupils in Upper Foundation Stage have one PE lesson per week but, like Lower Foundation Stage children, have access to the EYFS outdoor area every session.</p> <p>Our outdoor playground has some play equipment and a trim trail to encourage physical development.</p> <p>After school clubs help children to keep fit and develop sporting skills.</p>	<p>Some pupils have taken part in additional small group activities such as Fit to Learn, the Sporty Futures Programme and What's in the Little Bag?</p> <p>Weekly Physical Literacy Activities take place with specific focus on Retained reflexes of children.</p> <p>Individualised movement breaks have been timetabled for small groups to access.</p>	<p>School staff take advice from professionals such as Occupational Therapists and Physiotherapists, following programmes of work with individual pupils as required.</p> <p>Pupils with physical needs may use pencil grips, a writing slope, or a wobble cushion. Others may use special cutlery, thera-putty or coloured overlays/ reading strips.</p> <p>There are 2 disabled toilets in school, and all entrances used by pupils are accessible by ramps.</p> <p>Special arrangements are made for the weekly swimming lesson at Sun Lane swimming pool, including transportation</p>
	As an Investors in Pupils school, our pupils are encouraged to see themselves not only as individuals, but also as members of a class, and a school, with shared	<p>Social skills interventions, such as 'Time to Talk' and 'Socially Speaking' are run by Teaching Assistants.</p> <p>Future in Minds have run small</p>	Teaching Assistants support some pupils on a 1-1 or very small group basis in and out of the classroom; during lesson times and at unstructured times of the day such

<p>Well Being (Emotional)</p>	<p>responsibilities and values.</p> <p>Staff at school aim to encourage determination, resilience, perseverance and confidence in all pupils.</p> <p>Achievements are celebrated in assemblies and there are whole school reward systems in class and at lunch time.</p>	<p>group workshops based on the needs of specific children.</p> <p>A 'Self-Esteem' programme may be run, as required, for a small group of children, to encourage and build self-confidence, and a more positive self-image.</p>	<p>as break and lunch time.</p> <p>A small number of pupils have individual reward systems and strategies to help them to manage their own emotions and behaviour.</p> <p>Our therapy room is sometimes used to give pupils the opportunity to calm down, or to give them some time and space away from others.</p> <p>'Time out' equipment is regularly used. E.g bouncy balls, yoga bands, fidget toys.</p>
<p>Transition</p>	<p>Our small school status means that everyone gets to know everyone else, and quickly becomes familiar with the physical environment. This makes for smooth transition within school. When moving to a new class, pupils visit the classroom and meet their new teacher/ support staff in the summer term.</p> <p>Home Visits take place during the first couple of weeks of the Autumn term for children starting Lower Foundation and Upper Foundation in September.</p> <p>From Y5, the high schools invite our pupils to attend special taster</p>		<p>Pupils may be identified as needing additional transition, when moving to secondary school. In these cases, school staff liaise with the new school to arrange for attendance at extra transition days.</p> <p>MSP/EHCP Reviews in the Summer term involve inviting SENDCo at the secondary school.</p>

	<p>days, pantomimes etc which help to familiarise our pupils with a larger environment, number of students and different staff</p> <p>When moving to secondary school, pupils visit the new school at least once in the summer term, and are also invited to visit their new school for interviews, meetings or special taster days. A member of staff from the high school may also visit our school to meet the pupils.</p> <p>In Summer 2018, we ran a transition project alongside Horbury Academy, with the intention of making the transition process smooth, and give pupils a taste of what they could possibly expect at high school.</p> <p>In 2019, all pupils moving onto Kettlethorpe High School wrote a 'Letter to my Future Self' to take with them on their transition day.</p> <p>In Summer 2021, Community Navigators came into school to complete a workshop called 'Luggage for Life' with our year5/6 cohort. This provided them with support for transition onto secondary</p>		
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	<p>school.</p> <p>All records are kept up to date, and sent to the next provider of education.</p>		
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