

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 www.wakefield.gov.uk

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.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

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> <p>Attention/Interaction skills: 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.</p> <p>Understanding/Receptive Language: 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.</p> <p>Speech/Expressive Language: 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/phonetic awareness still fairly poor and therefore their Literacy can be affected.</p>
<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 • Issues with self esteem
<p style="text-align: center;">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
- 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. She will then observe and assess your child, monitor his/her progress and keep you informed. She will liaise with Mrs Sellens, the SENDCo, 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.
- The class teacher will develop a plan for your child with the SENDCo, setting appropriate targets which may be recorded on a One Page Profile and Individual Programme of Support. 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. Mrs June Drysdale is our designated SEND Governor, who works with the SENDCo.

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 materials appropriately.
- 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 SENDCo and class teacher and new programmes or support 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.

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 SENDCo 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 SENDCo 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 One Page Profile in place, detailing targets which your child will be expected to achieve by the time it is reviewed.
- 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, SENDCo, and SEND 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, St Thomas A Becket's or Darton College, and we have excellent links with these schools.

- Our Year 5/6 teacher 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 doing 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.
- As required, meetings are held between children and parents and the SENDCo'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 psychologists, 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
- SENDCo: Mrs Lesley Sellens
- SEND Governor: Mrs June Drysdale

	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, both in and out of the classroom.</p> <p>Pupils may access the interventions 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 Learning Support Service or the Educational Psychologist. Our school works with professionals from these agencies to create a One Page Profile and Programme of Support 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 Programme of Support. Alternatively, this work may be undertaken in the classroom.</p> <p>One Page Profiles 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 assistants work with all children in the class, helping them to achieve</p>	<p>Small groups of pupils may be supported by a teacher or teaching assistant.</p> <p>Parents of pupils receiving additional support will be informed of this support.</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', drawn up in liaison with the SENCo.</p> <p>Support for individual pupils may</p>

	<p>their potential.</p>		<p>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 needed.</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 attention or who finds it difficult to take turns.</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>

<p>Physical</p>	<p>All pupils in Years 1 to 6 have 2 PE lessons each week. In Y5/6, one of the lessons is swimming at Ossett swimming baths. 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, and What's in the Little Bag?</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 Ossett swimming pool, including transportation</p>
<p>Well Being (Emotional)</p>	<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 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</p>	<p>Social skills interventions, such as 'Time to Talk' and 'Socially Speaking' are run by Teaching Assistants.</p>	<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 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>assemblies and there are whole school reward systems in class and at lunch time.</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>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>Pupils use a little jar in the corridor to raise any concerns. These are promptly dealt with by one of our TA's, who is trained in counselling.</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>From Y5, the high schools invite our pupils to attend special taster 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</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>our school to meet the pupils.</p> <p>From Summer 2018, we intend to run 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>All records are kept up to date, and sent to the next provider of education.</p>		
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