



The Wilfred Owen Primary School

Special Educational Needs and Disability (SEND) Policy and Information

2018-2019

The Wilfred Owen School is a 210-place primary school with a nursery class. There are currently 8 classes within our school. The foundation stage which includes our nursery and reception classes, 2 classes in key stage 1 and 4 classes in key stage 2.

At The Wilfred Owen School we are extremely proud of our caring and inclusive ethos. We value all children and our aim is that all of the children in our school achieve their full potential in a happy, safe and secure environment. Pupils and adults celebrate the diversity within our school and we are supportive of both the child and their family. We are adaptable, approachable and flexible and celebrate each child for the individual qualities they bring to our school.

People in our school who support our children.

Mrs Kerry Lynch - Head teacher

Mrs Lynch is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and or/disabilities. She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Coordinating all the support for children with special education needs (SEN) and/or disabilities.
- Monitoring the support your child is receiving.
- Liaising with all the other people who may be coming into school to help support your child's learning.

Mrs Lynch also ensures that the Governing Body is kept up to date about any issues, practice and provision in our school relating to SEND.

Mrs Karen Matthews – Deputy Head and SENCO (Special Educational Needs Coordinator)

Mrs Matthews supports Mrs Lynch with the above responsibilities and also monitors training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

As SENCO Mrs Matthews is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure that all children get a consistent, high quality response to meeting their needs in school.
- Liaising with agencies that may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.

Ensuring that, as parents, you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing their progress.
- Involved in planning their next steps for learning.

Mrs Matthews can be contacted at senco@wilfredowen.shropshire.sch.uk

Class Teachers

They are responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs.
- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (such as targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's needs and the adjustments that need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child are supported in delivering work for your child, so that they can achieve the best possible progress.
- Ensuring that the school's SEND policy is followed in their classroom and for all pupils they teach with SEND.

Teaching Assistants (TA)

A TA may be allocated to a pupil with special educational needs and/or disabilities or may support your child working as part of a group. A TA would be responsible for carrying out the programmes for supporting your child in accordance to the planning and instruction of the class teacher. This will be under the supervision of the class teacher.

Miss Sarah Yates and Mrs Helen Williams - SEND Governors

Miss Yates and Mrs Williams are responsible for:

- Making sure that the school has an up to date SEND policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all of the children in the school.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves their potential in school.

How we consult with parents and carers of children with Special Educational Needs and Disabilities and how we involve parents and carers in the assessment and review process.

At The Wilfred Owen Primary School we aim to work with all parents to ensure that the best possible provision is put in place for all pupils.

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used.
- Meetings will be arranged with parents, as required, to discuss your child's progress.
- We arrange for parents to meet with outside professionals in the school setting.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- If your child has a statement or Education, Health and Care Plan you will be invited to attend their annual review.

How we consult with our pupils with Special Educational Needs and Disabilities and how we involve parents and carers in the assessment and review process.

We actively encourage our children to be involved in all stages of their learning.

- We have a school council where children's voices are heard.
- Teachers discuss the targets set for your child. Children are involved in setting their targets and reviewing their own progress.
- If your child has a statement or an Education Health and Care Plan then they will be asked to have an input into the form for the annual review meeting.
- We have a PSHE programme where children have time to think and share their thoughts.

How we support our pupils at times of transition.

From nursery to reception class;

- Throughout the year prior to children from nursery joining our reception class the children from both classes are provided with opportunities to work together through planned activities and joint child initiated sessions.

From class to class in key stage 1 and 2;

- Children will have 'taster' sessions in their new class. Extra sessions can be arranged where it is felt they are needed.
- Teachers liaise to share information about the children.
- Progress data is shared.

Transfer to secondary school;

- Children will be visited by the year 7 coordinator from the secondary school in our setting.
- Children will have visits to secondary school. Extra visits will be arranged where necessary. Children are accompanied on these visits by our learning mentor.
- Year 6 teacher, Head Teacher and SENCO will meet with the year 7 coordinator and secondary SENCO to share information.
- Visitors from secondary school will spend time in the year 6 class on these visits.
- The learning mentor holds meetings with the year 6 children in small groups to allow opportunities for concerns to be raised and addressed. The learning mentor will then liaise with year 7 coordinator to address any issues that have been raised.
- On occasions additional support for transition will be provided by external agencies.
- When needed, we offer transition support through Woodlands Outreach.

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs and Disabilities.

Teachers are expected to adapt teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

In addition:

- Classrooms are well resourced but staff will ask the SENCO to order any additional equipment or will ask the SENCO for advice on any products that may be useful.
- At times teaching assistants will support children with SEND on a one to one basis or in small groups in each class.
- Our school is equipped with a hygiene room that provides disabled toilet facilities and we are fully accessible for wheel chair users.
- Provision of individually tailored visual support packages for specific children including visual timetables and behavioral cue cards.
- Facilitating access to learning through appropriate differentiation of targets and tasks.
- We follow advice from outside agencies and purchase resources that are recommended and also follow programmes that are recommended.

How we measure the progress of your child in school

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and assessments are completed in reading, writing, Spelling Punctuation and Grammar (SPaG) and maths.
- If your child is in Year 1 and above, but is not yet at National Expectation , a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
- Children in need of additional support will have a personal plan which will be reviewed with your involvement every term, with the plan for the following term being made.
- Teacher assessments take place using an online assessment tool. Data from these is analysed by the Head Teacher and SENCo and discussed with teachers at pupil progress meetings to identify any further support that could be needed.

Our provision for pupils with SEND

There are four primary areas of need, though it is recognised that some children may have needs in more than one category or need which is difficult to categorise.

- Communication and Interaction
- Cognition and Learning
- Social Mental and Emotional Health
- Sensory and/or physical

Interventions and strategies we use to support pupils - access to learning and the curriculum

Speech, Language and Communication Needs

- Specialist Support Assistant
- Teaching Assistants working alongside speech therapist to deliver follow up sessions
- Guided Talk groups
- Use of visual cues
- Repetitive teaching of new concepts and chance to practice new skills
- Use of a variety of different ways for pupils to respond in class other than oral responses to show their thinking
- Give cues/gesture/re phrase if instruction or concept is not understood
- Key words explained and clarified, use of pre teaching of vocabulary may be used
- Use mind mapping to show how vocabulary links together
- ELKLAN qualified Teaching Assistants work closely with Speech and Language Therapists.

Strategies to support/develop literacy

- Writing frames
- Key vocabulary lists
- Visual cues and stimulus
- Speaking and listening activities used across the curriculum
- Build on and consolidate understanding of basic concepts
- Short achievable tasks using a small steps approach
- 1:1 Reading and writing
- Phonics Interventions
- Interventions to support Dyslexia
- Reading schemes linked to phonic development
- Breakfast club reading intervention
- Catch Up Literacy Intervention
- ELS (Extra Literacy Support) groups.

Strategies to support/develop numeracy

- Access to a range of concrete apparatus
- Use of equipment such as number squares/number lines, numicon
- Build on and consolidate understanding of basic concepts
- Short achievable tasks using a small steps approach
- Basic skills groups
- Clear strategies for the 4 operations across the school
- Use of practical and real life examples
- 1:1 maths support
- Interventions to support Dyscalculia
- Catch Up Maths Intervention

Provision to facilitate/support access to the curriculum

- Multi-sensory approaches
- Talk frames
- Variety of recording methods
- Develop Memory skills-visualising, oral rehearsal and chunking
- Use of short simple instructions and chunking information
- Use of ICT
- 1:1 focused support

Strategies/support to develop independent learning

- Use of visual timetables as required
- Oral rehearsal of instructions
- Use of task organisers/tasks broken down
- Talk partners
- Visually given choices
- Use of simple language and being clear and consistent
- Clear expectations
- Repeat instructions back to themselves/partner
- Classrooms are set up and organised to facilitate pupils independence
- Clear classroom routines in place
- Group work/Team work to support a collaborative ethos
- Kagan

Strategies to develop co-ordination and fine and gross motor skills

- Cool kids
- Write from the Start
- Speed up!
- 1:1 interventions and small group activities where appropriate
- Delivery of programmes in liaison with the O.T. services
- Provision of adapted writing aids, scissors and writing slopes where appropriate

Support for children with hearing or visual impairments

- Advice and guidance is sought and implemented to ensure that barriers to learning are reduced or removed.
- ICT is used to increase access to the curriculum where appropriate.
- Teaching Assistants may work with your child to ensure success and independence.
- Staff will receive training to ensure understanding of the impact of a sensory need upon teaching and learning
- The SENCO will complete any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of students.
- The school will work hard to ensure that parents/carers are able to work in partnership with them to support their children.

Interventions and strategies we use to support pupils – pastoral support

At The Wilfred Owen Primary School we offer a high level of pastoral support to ensure your children feel happy, safe and secure in the school environment.

Strategies to support the development of pupils' social skills and enhance self-esteem

- Social Skills groups
- Use of social stories
- Lego Build to Express

Mentoring activities

We have two school based learning mentors who offer support to all of our pupils through various strategies and programmes.

In addition we also provide access to a family support worker for identified pupils.

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Use of now and next board (as applicable)
- Small step approach to learning new transitions e.g. assembly
- Individual work station to be used/accessed (as applicable)
- Pre warnings for finishing activities
- Established routines (as far as possible)
- Awareness of heightened sensory sensitivity
- Home/School diary
- Counselling services
- Buddy system – older children offering support particularly at lunchtimes and play times.

How do we ensure access to our facilities for all of our pupils?

- Our school is wheel chair friendly and has a ramp access from the car park to the main building.
- Disabled parking bays are available to allow easier access to drop off and collect children from school.
- Specialist hygiene room equipped with hoists and hygiene equipment.
- Sensory room
- Raised garden beds to enable all children to have access.
- Close links with Severndale Specialist Academy

What activities are available to our pupils with Special Educational Needs and Disabilities, in addition to the curriculum?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then the visit will be adapted to one that is accessible to all.

All children have access to a range of after school activities.

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs and Disabilities effectively?

We continually review our programme of training to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Our teachers work closely with physiotherapists, speech and language therapists and other external agencies.

We access training through the Local Authority and also through specialist providers. Examples are:

- Woodlands Outreach held a training session on working with children with autism.
- Specialist dyslexia training was carried out by our Learning Support Adviser.
- The Local Authority carried out training with all of our Teaching Assistants on how to support children in their learning.
- All teachers recently attended KAGAN training. This encourages teachers to consider how children are grouped and how they interact with each other to ensure learning is accessible for all.
- Kate Burton, Maths Adviser with Telford and Wrekin held a maths training session for all TA's.
- 3 Teaching Assistants hold the ELKLAN qualification and work closely with Speech and Language therapists.

Where a child has a specific need we endeavour to attend training that will help to support that child.

How do we obtain the services, provision and equipment required by our pupils with Special Educational Needs and Disabilities?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include: **LSAT, Educational Psychologist, Speech and Language, BeU, School Nursing Team. Referrals to: Community Paediatrician, Occupational Therapy, Physiotherapy for assessment and advice/support as applicable.**

Further information on services and provisions available can be found on the Shropshire SEND local offer website available at:
www.shropshire.gov.uk/local-offer

Agency	Description of Support
Learning Specialist and Assessment Teacher (LSAT)	<ul style="list-style-type: none">• Referrals and advice given• Report written by LSAT Observation of pupils and follow up meeting with parents and teaching staff to discuss strategies and support
Educational Psychology Service	<ul style="list-style-type: none">• Referrals and advice given• Report written by E.P Observation of pupils and follow up meeting with parents and teaching staff to discuss strategies and support
Speech and Language Therapy Our Speech and Language Therapist is Elaine Laitham.	<ul style="list-style-type: none">• School may refer as required and can implement recommendations following specialist assessment.

School Nurse	<ul style="list-style-type: none">• Our school nurse will also work closely with parents and the school to develop care plans if needed for your child.
Occupational / physiotherapy	
Paediatric Services	
CAMHS (Child and Adolescent Mental Health Service)	
Voluntary Organisations	
IASS Shropshire Information Advice and Support Service	IASS provide information, advice and support to children and young people aged 0 to 25, as well as their parents and carers, who have, or may have, special educational needs or disabilities (SEND). www.iass@cabshropshire.org.uk
Autism West Midlands Tel: 0121 450 7582	Autism West Midlands is a specialist independent charity who support families with children, young people and adults with a diagnosis of ASD. www.autismwestmidlands.org.uk

<p>Shropshire Parent and Carer Council</p> <p>PACC</p>	<p>PACC is a parent carer led charity which supports families of children and young people with any disability or additional need, ages 0-25 years, in Shropshire.</p> <p>www.paccshropshire.org.uk</p>
<p>BEE U</p>	<p>https://beeu.org.uk/</p> <p>Bee U exists to help children and young people to be resilient and to have a positive sense of emotional health and wellbeing.</p>

Who should I contact if I have any questions, concerns, complaints or compliments about the provision for pupils with Special Educational Needs and Disabilities?

In the first instance a meeting should be requested with the pupil's class teacher.

After that either a discussion with Head and/or the SENCO would be appropriate.

If it was still felt that the complaint had not been addressed it would then be appropriate to approach the Governors and the Local Authority.

Our complaints policy will be followed when dealing with any complaint. Our recent policy can be found in the policies section of our website.