



SEND Information Report SEPT 2021

Wharton CE Primary School is proud to be an inclusive school which welcomes all pupils and works in close partnership to meet the learning needs of each individual.

Support is offered to all pupils with Special Educational Needs and Disabilities (SEND) alongside their families with a focus on outcomes and improving life chances for pupils.

A new Special Education Needs and Disability (SEND) Code of Practice: 0 to 25 years, was effective from September 2014. In this document, Education, Health and Care plans replaced Statements for pupils with more complex needs to promote a co-ordinated approach. Children and their families have also been put at the heart of the process of making decisions about the provision for their child, which is an approach that fits comfortably with the way we work at Wharton CE Primary School

1. Which special needs are provided for at Wharton CE Primary School School?

Wharton CE Primary School is a mainstream primary school that provides an education for all pupils. Our mission statement is 'Train up a Child in the way they should go and when they are old they will not depart from it' Proverbs 22:6. The Church of England's vision for education is that children live life in all its fullness and flourish. We aim to fulfil this for all individuals; including those with special educational needs in cognition and learning, communication and interaction, those with social, emotional and mental health needs and sensory and / or physical difficulties.

2. How do we identify children with SEND and assess their needs?

A child has SEND if they have a difficulty which results in them having a significantly greater difficulty in learning than the majority of others the same age, or who have a disability which prevents them from making use of educational facilities, therefore they would require special educational provision to be made for him/her.

Each pupil's current skills and levels of attainment are assessed on entry, including liaison with their previous preschool setting or school. We regularly track each pupil's

progress and class teachers then use their knowledge of a child's skills and abilities, alongside data gained through assessment procedures to identify concerns about a pupil's progress. Extra support is quickly put into place for children who are not making adequate progress from accessing quality first teaching, through in class-support and/or interventions in order to address any needs. A plan, do, assess, review cycle is deployed to monitor the impact of the support for individual children. If a pupil continues to make inadequate progress despite high quality teaching targeted at their areas of weakness, the teacher and SENDCo work together, with parents\carers, to assess whether the child has a significant learning difficulty. Where this is the case, agreement is reached about the SEN support that is required. Identification includes the use of high quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.

Parents/carers know their children best, and we listen and understand when they express concerns about their child's development. We also listen to and address any concerns raised by children themselves. If you have any concerns about your child's progress or you think that your child may have special educational needs, you should speak to your child's teacher in the first place. If you continue to be concerned that your child is not making progress, you may speak to the SENDCo.

3. Who is our SENDCo?

Our SENDCo (Special Educational Needs and Disabilities Co-ordinator) is Mrs Biz Killalee.

You can contact her on 01606 663530

You can email her at sendco@wharton.cheshire.sch.uk

Our SEND governor is Mrs Liz Greenwood

4. What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

Talking with parents and carers is placed at the heart of the process and it is often the case that parents\carers and other professionals share the same concerns. As teachers we are always here to talk and listen to you about your concerns and we will do the same. In addition the SENDCo is always willing to talk to parents\carers about your child and can be contacted using the above details. You are welcome at any time to make an appointment to meet with either your child's class teacher or the SENDCo to discuss your child's provision and progress and to get advice on how you can support your child at home.

Parents and carers will always be informed if we begin to make SEN provision. The involvement of children and parents\carers is very important to us.

Once pupils have been identified as having SEND, parents\carers are invited to personalised meetings during which the child's progress towards individual targets is discussed as part of the IEP (Individualised Education Plan). New targets will be also be set and parents will be advised as to how they can help their child towards these. If a child has an Education Health Care Plan (EHCP) or is in receipt of Top-up funding you will also be invited to formally review your child's targets as part of

the annual review process. Parents evenings each term and reports in the summer term also maintain close links with parents. We strongly encourage parents\carers to take an active role in supporting their child's education and we support them to do so.

5. How do we involve the children in their education?

The involvement of children in their own education is very important. We believe that children have a voice and a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion taken into account in matters relating to them. Your child will be included in the target setting and planning process of their IEP if appropriate to do so and will be involved in discussing these and reviewing them on a regular basis. Pupils with top up funding/ statements / EHCPs are able to express their views about their learning and their aspirations as part of the annual review process. Pupils with SEND also have an opportunity to collaborate with the class teacher to create a child passport detailing their strengths and ways in which they would like to be supported in school.

6. How do we assess and review children's progress?

Children are formatively assessed daily through observations during lessons and looking in their books to inform planning and next steps.

Teachers review SEND pupil's individual targets on their IEPs termly with the child using a plan, do, assess and review cycle and parents are informed of new targets set. Occasionally more in-depth assessments may be required to identify gaps and learning needs and these would be carried out by the SENDCo.

If a pupil continues to make inadequate progress the advice of outside agencies may be sought and implemented. If this is required parents\carers are kept fully informed and are invited to any consultations.

7. What arrangements do we have to support children in moving across key stages?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

We work very closely with the onsite Nursery, Startwell, and other pre-school settings to ensure your child has a smooth transition into Wharton CE Primary School. Action for inclusion meetings are held with all relevant professionals and the pre-school settings to ensure information is shared and to agree planned support for children with special educational and \ or additional needs.

We have very robust arrangements at each stage of in-school transitions in particular EYFS to Year 1 and Year 2 to Year 3. As pupils move up the school teachers share all SEND information to make sure there is a smooth transition and any particular individual requirements are put in place. The SENDCo will consult with the teachers about specific pupils and each pupil has the opportunity to visit their new class and

meet the adults within that teaching team. We also send home photos of the staff that are working in that class so they can share this at home with their families. We are aware that some pupils will need an extended transition which can be arranged on an individual basis.

We begin preparing children for the transition into secondary school during year 5 and 6 in order to identify if any specialist provision is required. We work closely with the receiving secondary schools and hold meetings with the pupils, parents\carers, teachers, SENDCos and other professionals involved to share information and discuss the specific needs of the child and put transition plans in place.

8. What approach do we have towards children with SEND?

We have high expectations of all our pupils regardless of whether or not they have SEND and believe that with a nurturing, inclusive approach, appropriate support and full encouragement they can reach their potential. We work closely with the pupils and their families to ensure they have the skills needed for their future in secondary education and beyond.

We endeavour to enable children with SEND to have full access to extra curricular activities and school trips that are available to all our pupils. This may require additional adult support and enhanced risk-assessment, to ensure that everyone's health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school. Where appropriate, we try to prepare children in advance for any new environment or situation.

9. How do we adapt the curriculum and learning environment of children with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and they will ensure that your child's needs are met. We are a fully inclusive school and ensure that all children have access to a full and balanced curriculum.

Class teacher input will be via quality first teaching. The teachers will have the highest possible expectations for your child and all pupils in their class and their teaching will be built on what your child knows, can do and understand. Planning and teaching will then be adapted to suit both individual learning styles and interests of the children, on a daily basis if needed. Work is differentiated to meet your child's learning so that the pupils are engaged and able to succeed. In addition specific resources, strategies and interventions will be used to support your child individually and in groups.

Independence is encouraged by making sure children have the support materials that they require to hand. Children will also have reference materials (visual reminders, models) on working walls. Occasionally a child may prefer their own working space to aid concentration. Where appropriate support staff, under direction of the class teacher, can adapt planning to support the needs of your child as necessary.

At Wharton CE Primary School we work closely with other professionals and may seek their advice on how to support your child and will adapt our environment and curriculum to support pupils. This means a pupil has been identified by the class teacher/ SENDCo as needing some extra specialist support in school from a professional outside school. This may be from outside agencies such as the Education Psychology Service or Speech and Language specialist. If this happens you will be asked to give your permission for us to refer your child to a specialist professional. This will help us to understand your child's particular needs better and be able to support them more effectively in school.

10. What expertise and access to training do staff have to support children with SEND and how can we secure specialist expertise?

The SENDCo is working towards the National Accreditation for Special Educational Needs Co-ordinators Award and regularly attends Winsford Education Partnership and Local Authority SENDCo Network meetings to keep up to date with changes to SEND and to share examples of good practice. We are also fortunate to have one very experienced ELSA practitioner and a Safeguarding and Welfare Officer as well as Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) who support the pupils and help to monitor progress. All teaching staff are trained to deliver quality first teaching to all pupils including those with SEND and staff have regular in-house SEND update training through staff meetings led by the SENDCo.

Close links are also maintained with outside professionals to secure advice and training.

11. How do we know that the provision for children with SEND works?

The children tell us! We carry out regular 'Pupil Voice' surveys to enable us to receive feedback from the pupils about how they are getting on and ways in which we could support them further in school. They also show us that they enjoy learning by coming into school happily.

The Ethos group represents the Christian distinctive element of school life and the values we adopt to support life in all its fullness for children; the well-being ambassadors capture pupil voice.

Pupils progress in reading, writing and maths is continually monitored by his\her class teacher and this is then reviewed formally with the Head Teacher, senior leadership team (SLT) and SENDCo every term during pupil progress meetings. The SLT, subject leaders and SENDCo also carry out regular book scrutinies and lesson observations to ensure that the needs of all children are met and that the quality of teaching and learning is high

Every intervention run in school is evaluated termly by the progress the children have made and these are then continued or adapted according to the data and feedback.

12. How do children with SEND engage in activities available with children who do not have SEND?

We believe in the principles of, 'Inclusive Learning'. The aim is to include all pupils with SEND in the same activities as their peers whenever possible e.g learning to play an instrument, swimming, assemblies, after school clubs, visits and residential. In this way their self-esteem, confidence, social and emotional development as well as their learning is promoted well. Pupils are supported sensitively and appropriately by our talented team of teachers, HLTAs (Higher Level Teaching Assistants) and TAs.

13. How do we support the emotional and social development of our pupils with SEND?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative.

Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through Personal, Social and Emotional Education (PSHE) curriculum through a scheme called One Decision and Heartmsart. However, for those children who find aspects of this difficult, we have a highly skilled Emotional Literacy Support Assistant (ELSAs) who runs bespoke activities designed to meet the needs of the individual pupil.

At Wharton CE Primary School we have a designated Safeguarding and Welfare Officer who works closely with the SENDCo and all staff to ensure that pupils are well supported in their wellbeing and who advises and supports families as required. Part of their role is to act as Lead Professional for Team Around the Family (TAF) meetings.

We take any suggestion of bullying very seriously and act in strict accordance with the school's anti-bullying policy.

14. How do we involve other agencies e.g health, social care, local authority support services in meeting the needs of children with SEND and supporting their families?

We use all means possible to support our pupils with SEND and their families. We pride ourselves on having strong links with outside agencies including: the Speech and Language Therapist, Educational Psychologist, Special Educational Needs Advice Officer, Occupational and Physiotherapy services, Physiotherapists, Health Visitors and School Nurse, Doctors and Paediatricians, Autism team, Sensory team, Child and Adult Mental Health Service (CAMHS), the Early Years Specialist Support team and Audiology.

We work closely with families to help signpost them to additional services. When an additional agency is considered for providing support to a pupil and/or their family discussions take place to make the reasons clear and to agree on the consent for

the referral. Parents \ carers are kept informed of any feedback and are invited in to liaise with external agencies as appropriate.

The Speech and Language Therapist visits fortnightly and we employ our own Speech and Language TA to support our pupils.

We liaise with parents about the Information, Advice and Support Service offered by the Local Authority. The contact details for this are:

Telephone: 0300 123 7001

Email: iasservice@cheshirewestandchester.gov.uk

The Council Officers, 4 Civic Way, Ellesmere Port, CH65 0BE

The Local Authority has a Local Offer website which is a directory of services for children and their families, including a section outlining services available to children with Special Educational Needs and Disabilities and their families.

More information on what is available to children with SEND and their parents\carers in Cheshire West can be found on the Cheshire West Local Offer website:

<https://livewell.cheshirewestandchester.gov.uk/>

15. What are the arrangements for supporting children who are looked after by the local authority and have SEND?

The Deputy Headteacher, Mrs Thompson, is the Designated Teacher for Looked After Children (LAC). The school works closely with personnel from the Local Authority (LA) to support the emotional, social and learning needs and to promote the well-being of pupils with SEND who are looked after by the LA. The school has a good track record of success with LAC children with SEND and works in partnership with all agencies involved to prepare 'Action for Inclusion' plans for example. Personal Education Plans (PEPs) are reviewed termly in meetings which include all persons involved with the child including Teachers, SENDCo, Social workers, Foster carers and LA personnel.

16. What steps should I take if I have a concern about the school's special educational needs provision?

We are continually trying to refine and improve our practices. If you have a concern or a complaint we ask that you talk to your child's class teacher first. We will always do our very best to work with you to support your child. You can also ask to speak to Mrs Killalee as SENDCo to voice your concerns or Mrs Tomlinson the Headteacher about any issues you have. If you are still concerned with the provision for your child you can contact the SEND governor, Liz Greenwood, through the School Office. School is keen to address any of your concerns as soon as possible so please let us know if you have any unresolved complaints, which can be addressed through the CWAC Complaints Procedure (available on the School website or from the School Office).

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