



SEND INFORMATION REPORT 2019-20

Our 'school offer' for children with
Special Educational Needs and Disabilities

WHAT DO WE BELIEVE?

- At Willerby Carr Lane Primary School, we welcome everybody into our community. The staff, Governors, pupils and parents work together to make school a happy, welcoming place where children can achieve their full potential and develop as confident individuals. We provide a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.
- We aim to provide access to a broad and balanced curriculum for all pupils in the school, regardless of disability, race or creed. We aim to include children with special educational needs in the full range of experiences that are open to the pupils in our school. We are committed to helping children with SEND achieve highly. We aim to identify need early and put in place personalised provision to help them reach their full potential. All children should develop a healthy self image as valued members of our community.

WHAT IS OUR ADMISSIONS CRITERIA?

- Children start their schooling at the beginning of September in the academic year in which they will turn 5 years old. They will join our Early Years Foundation Stage (EYFS) also known as 'Reception'
- Admission to the school is controlled by the East Riding of Yorkshire Local Authority. The Local Authority have published criteria by which they allocate places. For further information please contact:
- School Admissions Team
East Riding of Yorkshire Council
County Hall
Beverley
HU17 9BA
- Tel: (01482) 392100 Email: schooladmissions@eastriding.gov.uk

WHAT IS THE STANDARD ADMISSIONS NUMBER TO THE SCHOOL?

- The school admits 60 children each year into the Foundation Stage. The school has a capacity of 420 children in total.
- As of January 2020, we have:
 - 417 pupils on roll
 - 47 pupils with SEND
 - 5 pupils with an Education, Health and Care Plan
 - 1 pupil awaiting the outcome of an EHCP request



“Across both key stages, pupils currently in the school, including the most able pupils, achieve well in reading and writing and in a range of other national curriculum subjects. Children also make good progress in the early years.” Ofsted, 2016

WHAT DO WE OFFER FOR DIFFERENT TYPES OF NEED?



MY CHILD HAS DIFFICULTIES WITH COMMUNICATION AND INTERACTION

This can include:

- Understanding language
- Using language
- Understanding how to communicate socially with other people
- Conditions include: Specific Language Disorder, ASD/ASC (Autism), Asperger Syndrome, speech sound disorders/delay
- Stammering

WHAT DO WE OFFER?

- Quality First Teaching, with appropriate differentiation
- Visual aids to support instructions, key vocabulary, concepts and themes
- Social skills groups
- Referrals to the speech and language therapist for assessment, advice and in-class modelling
- Referrals for autism assessment and for support and advice from specialist autism outreach teachers
- A staff team that has experience of supporting children with communication and interaction difficulties

"The school's commitment to pupils' personal and social development is seen clearly in how pupils conduct themselves." Ofsted, 2016



MY CHILD HAS SPECIFIC DIFFICULTIES WITH THEIR LEARNING

This can include difficulties with:

- Reading and spelling
- Learning new information and concepts
- Working with numbers
- Working memory
- Concentration
- Students may have conditions such as dyslexia
- Students may present with difficulties that do not have a specific title

WHAT DO WE OFFER?

- Quality First Teaching, with appropriate differentiation
- Visual aids to support instructions, key vocabulary, concepts and themes
- Teaching Assistant support within classes
- Support and advice from the school's SEND inclusion team
- Specialist assessment and advice from the school's dyslexia assessor
- Access to specialist assessments and advice, including an Educational Psychologist if deemed necessary
- Interventions inside and outside of class to support specific reading, spelling or number difficulties (e.g. DILP programme, Lexia)
- SEN support plans with termly targets, to effectively break down learning into smaller steps



"You successfully fulfil the school's aim to give pupils a rich diet of sporting, artistic, musical and creative opportunities." Ofsted, 2016

MY CHILD HAS SENSORY AND/OR PHYSICAL NEEDS

This can include additional needs related to:

- Vision
- Hearing
- Gross motor co-ordination
- Fine motor co-ordination
- Self-organisation for daily living

This can include conditions such as cerebral palsy, physical injury and dyspraxia.

WHAT DO WE OFFER?

- Quality First Teaching, with appropriate differentiation
- All personal care needs are met by the school team and staff are trained in manual handling procedures, as appropriate, by the schools Health & Safety Coordinator
- External referrals to Occupational Therapy and to the Integrated Physical and Sensory Service (IPaSS) for advice and training
- In school support by staff as directed by physiotherapists.
- Access to assistive technology and adapted resources and materials
- Support from Visual Impairment specialists and Hearing Impairment specialists
- Support from school nurse and specialist nurses (e.g. for epilepsy/ diabetes)
- An accessible school environment



"All of the staff at Willerby Carr Lane work together to create a happy and welcoming environment for children to learn, develop and grow into confident, well rounded children." Parental evaluation, 2019

MY CHILD HAS SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

This includes short-term and long-term needs, that can be related to:

- Forming and maintaining relationships, including attachment difficulties
- Bereavement or trauma
- Controlling or power-seeking behaviours
- Self-esteem
- High levels of anxiety or stress

WHAT DO WE OFFER?

- Quality First Teaching, with appropriate differentiation
- Whole school policies for behaviour management and anti-bullying
- Interventions focusing on behaviour, positive thinking, social skills, self esteem, stress and anger management
- An Emotional Learning Support Assistant (currently in training) to provide support with social, emotional and mental health issues
- Access to a professional counselling, mentoring and therapy sessions delivered by a bought-in counsellor (contracted for 1/2 day every week). Available to children, parents and staff.
- Referrals to the Educational Psychology, Behaviour Support Team and CAMHS for support and advice
- A designated teacher as champion for mental health and for disadvantaged pupils
- Individual behaviour plans and safe handling plans
- Personal Education Plans for Looked After children
- A dedicated nurture room
- An emotional therapy dog



"Willerby Carr Lane is a fantastic school, with nurturing and caring staff who strive to support the children in achieving their full potential. I would have no hesitation in recommending this as a school to any parent." Parental evaluation, 2019

FREQUENTLY ASKED QUESTIONS



WHERE CAN I FIND INFORMATION ABOUT RELEVANT SCHOOL POLICIES?

- School policies are available on the school website. These include:
 - SEND policy
 - Equality Policy
 - Anti-Bullying Policy

WHO SHOULD I TALK TO ABOUT ANY SEND CONCERNS I HAVE?

- Your first point of contact at school will always be your child's class teacher. They will know the interventions your child is receiving, the additional support they have in class and they will be able to talk to you more about what we can offer.
- If you think your child might need more specialist support or you have additional worries, you can speak to the school Inclusion Manager: Mrs S Marsden.

HOW WILL I KNOW HOW MY CHILD IS DOING?

- SEND support plans, with individualised targets, are reviewed once every term.
- There is an opportunity to discuss progress with teachers at termly parents' evenings, or sooner, upon request.
- Assessments of your child's progress are made using school progress tracking sheets, so the teacher always knows what each child in his/her class has achieved and what needs to be further developed



"So pleased with my child's progress at Carr Lane. Can't believe how far he has come in 2 years! The staff are incredibly caring and lessons are well thought out." Parental evaluation, 2019

HOW ARE STAFF HELPED TO WORK WITH MY CHILD?

- Staff receive ongoing training in meeting the needs of children with learning difficulties. Training is arranged to ensure staff understand the needs and strategies to support the particular children they work with. Training has included:
 - Supporting children with Dyslexia
 - Supporting children with Autistic Spectrum Disorder
 - Supporting children with speech and language difficulties
 - Supporting children with visual impairment
 - Supporting children with physical and co-ordination needs
 - Emotional Learning Support Assistant training
 - De-escalation strategies to promote positive behaviour management
 - Attachment theory
 - Child mental health and well-being
- In addition to more specialist curriculum training, all staff receive mandatory annual training. Many staff have also been trained in First Aid, Epilepsy, Behavioral Management, Food Hygiene

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM ?

- All children participate in whole school, curriculum and off-site activities
- The extent to which each child participates and the levels of support received will vary between children and across time but we differentiate the activities and expectations to enable all children to take part
- Parents are asked to give generic permission for their child to participate in activities in support of the curriculum i.e. a visit to a local church, shop etc

HOW WILL YOU SUPPORT MY CHILD THROUGH CLASS/SCHOOL CHANGES?

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, using:

- Social stories
- Transition visits
- Meetings to share information about your child
- Photo books
- Focused group work around upcoming changes



"Your focus on making sure that all pupils develop basic literacy and numeracy skills and continually checking their progress is making a difference."

Parental evaluation, 2019.

WHAT SHOULD I DO IF I FEEL THE SCHOOL IS NOT MEETING MY CHILD'S NEEDS?

- Parents who believe their child's needs are not being met within school are asked to meet with their child's class teacher or with the school's Inclusion Manager, Mrs Marsden.
- If concerns persist, then they should arrange to speak to the Headteacher, Mr Smith, to talk through their concerns .
- Where appropriate an early Annual Review can be arranged, with representation from the SEND team to formally review your child's progress, current special needs and provision

WHO IS RESPONSIBLE FOR SEND PROVISION WITHIN SCHOOL?

- Everyone in school has responsibility to ensure children's needs are met.
- The following people have specific responsibility for overseeing SEND provision.

Inclusion Manager	Mrs Sue Marsden
Special Educational Needs Coordinator (SENCO)	Mr Sean Smith
SEND Governor	Tim Allan
SEND Governor	Jane Partis