

# **Willerby Carr Lane**

Primary School



## **SEND Information Report**

**updated November 2019**

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## Key Contact details

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## What is the ethos of the school regarding children with SEND?

Willerby Carr Lane Primary School aims 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 consider that whenever possible pupils should be able to participate fully in the national curriculum. Those children with special educational needs should develop a healthy self image through being regarded as worthwhile members of the community who can succeed and contribute at their own level. We are committed to helping children with SEN achieve highly. We aim to identify need early and put in place personalised provision to help them reach their full potential.

## What types of SEN do we provide for?

Willerby Carr Lane Primary School provides education for 4-11 year olds and our aim is for all children with SEN to receive special provision and support as appropriate to enable them to maximise their potential in fulfilling the general aims of the school.

Our provision includes:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

## What are our arrangements for the admission of disabled pupils?

The arrangements for the admission of pupils with disabilities are the same as those applied to pupils without disabilities and our admissions arrangements can be found on our website.

Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities should parents wish. Steps are taken to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs.

## How do we identify and assess pupils with SEN?

The progress of all children is monitored regularly by the class teacher and the senior leadership team, so that when a pupil is not making expected progress the school can quickly identify the need for support.

Termly progress tests are carried out in maths, reading and grammar. Children at the end of Year 1 are also assessed with the national Phonics test and, at the end of Key Stage 1 and Key Stage 2, are formally assessed using Standard Assessment Tests (SATs).

When children arrive in school, we receive information from children's previous schools. In-year admissions are baselined using the following tests:

- Youngs Group Reading
- Youngs Group Maths
- Spar Spelling

Where concerns are raised that a child might be at risk of dyslexia, they may be tested using:

- Harcourt Assessment - Dyslexia Screening Test

Where children are making less than expected progress, the school follows a 3-stage assessment approach:

### **Graduated Approach within Class**

A graduated approach plan specifies the highest priority objectives (usually up to 3) for the 6-8 weeks ahead, associated actions and small steps programme. The plan and small steps programme will be continually updated to record the child's progress towards meeting their objectives.

### **SEN Support Plan**

Where after concerted efforts outlined above, the teacher is still concerned that the child is not making sufficient progress and 'closing the gap' they will seek further advice and support from the SEN team. The SEN team will consider the record of progress of the graduated approach used to date and may advise on adjustments or they may move the child on to an SEN support plan.

### **Statement or Education and Health Care Plan**

Where the SENCO deems a child's SEND warrants further support, they will liaise with parents and the class teacher to refer the child to the Local Authority for provision of an Education and Health Care Plan.

Existing Statements will remain in place until the LA switches them to EHC plans according to their published timetable. Statements are reviewed annually.

## **What is our approach to teaching pupils with SEN?**

As with all children, close monitoring and assessment allows the teacher to plan for each child's next steps in learning. Teachers and Teaching Assistants within the school understand a range of learning difficulties and can adapt their teaching and environment to suite a range of learning styles. Teaching is carefully matched to the child's ability. This can be achieved by varying the level of challenge and/ or by providing extra scaffolding and support, including the use of extra resources, to enable them to succeed and make good progress. Sometimes children are taught in small groups or have individual tuition to match task, content and pace to individual requirements. Extra support is often available from the classroom TA or members of the SEN team.

## **How do we adapt the curriculum and learning environment to help disabled pupils to access the school?**

The curriculum is differentiated to ensure equal access in accordance with the Code of Practice through:

- Quality first teaching
- A graduated approach to provision (assess-plan-do-review)
- Planning learning activities, to match the child's needs, in small chunks that the child can undertake with limited supervision in order to develop their skills, confidence and feeling of success
- Additional teaching support
- The most efficient utilisation of TA time.
- Additional resources and materials including ICT
- Support from our specialist inclusion team
- Support from our school counsellor/Parent Liaison Officer
- Support from external agencies

All areas of the school are accessible to wheelchair users and there are two disabled toilets. The school hall is equipped with a hearing loop for the hearing impaired. A disabled car parking bay is designated within the school car park.

Please see our Accessibility Plan on our website for further information on how we are improving the physical environment and improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

## **How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?**

We ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN, in-line with our duties under the Equality Act 2010. This can involve making reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage when compared with their peers.

## **How do we consult parents of pupils with SEN and involve them in their child's education?**

Parents are fully involved from the earliest stage in working together with the school to identify and meet the child's needs and through coordinated home-school efforts to address the child's needs. Parents are invited in to the school to discuss planning and stages of support.

## **How do we consult pupils with SEN and involve them in their education?**

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their targets, discussing them with the class teacher/SENCO and have regular meetings with support staff to discuss their progress and support.

## **How do we assess and review pupils' progress towards their outcomes?**

The school uses a variety of assessment processes as relevant to different key stages. All pupils who are identified as needing extra support are given an individualised Graduated Approach Plan which identifies key objectives and actions which are reviewed on an on-going basis. Class teachers, teaching assistants and parents are involved in writing and delivering the plan. Where there is insufficient progress, extra support may be arranged from the school's SEN team as well as appropriate external agencies. Pupils with a Statement or Education and Health Care Plan will also have an annual review to review their targets.

Progress may be demonstrated by:

- an improvement in the child's previous rate of progress
- a reduction in the attainment gap between a child and their peers
- prevention of the attainment gap from widening
- an improvement in the child's social, emotional and mental well-being
- improved attendance and engagement
- a reduction in incidents of disruptive behaviour

## **How do we support pupils preparing for adulthood?**

Pupils throughout the school are encouraged to be as independent as possible using the skills they have. This will include aspects of personal care, personal organisation, learning to be independent of full adult attention and moving around independently.

Many strategies are in place to ensure children's transitions are as smooth as possible. Discussions are held between the current class teacher and the receiving school to ensure the child's needs are understood. Children will attend a transition day in their new school and additional days are arranged for children who need a little more time. Secondary school staff visit children in school to talk about what to expect and answer any questions they may have. Where a pupil has more specialist needs a meeting will be arranged with parents, the SENCO, the secondary school SENCO and the current class teacher.

## **How do we support pupils with SEN to improve their emotional and social development?**

We have key support staff on playground duty to focus on and support identified pupils with emotional and social difficulties. We have teaching assistants who can work 1:1 or with small groups to work on issues and we support pupils with behaviour management plans.

We employ a school counsellor for 3 hours per week on Thursday mornings. The school counsellor is available to work with children and/ or adults. Please contact the Inclusion manager or the school office if you would like to speak to our school counsellor.

## **What expertise and training do our staff have to support pupils with SEN?**

The SENCO, Inclusion manager, Teachers and Teaching Assistants attend any relevant training where appropriate. Staff INSET days are allocated for SEN training and outside agencies invited as and when necessary. SEN is raised as required in staff meetings.

Different members of staff have received different training related to SEND. 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

## **How will we secure specialist expertise and involve other organisations in meeting the needs of pupils with SEN and supporting their families?**

- We are able to access a wide variety of services depending on the individual needs of the children these include:
- SALT: Speech and Language Therapy
- EPBST: Educational Psychology and Behaviour Support Team
- IPaSS: Integrated Physical and Sensory Service
- ISSS: Integrated Sensory Support Service
- School Nurse
- Specialist nurses (epilepsy/ diabetic etc)
- Independent external SEN support team
- Autism outreach teachers
- OT: Occupational therapy
- CAMHS: Child and Adolescent Mental Health

We also have a part-time school Counsellor who can work with children and/or parents.

## **How will we secure equipment and facilities to support pupils with SEN?**

A specific amount of money is set aside in the school's budget for SEN provision. This allows the purchase of extra resources, supports the cost of teaching staff and of administration.

## **What facilities are available for children with SEND on the school site e.g. special quiet room, lunchtime club?**

The school offers a wide range of extracurricular activities both at lunch time and after school. These are available for all children to attend irrespective of their needs as adaptations can be made. The school has a number of smaller rooms where children can work and talk quietly if they need a little space and time.

## **How do we evaluate the effectiveness of our SEN provision?**

The Headteacher reports on all aspects of the school to governors termly and an identified governor works with SEN staff to monitor and review policy implementation

## **How do we handle complaints from parents of children with SEN about provision made at the school?**

All parents may informally raise concerns about their child's provision at any time through contact with either the class teacher or the Headteacher. If a concern is more formal then the parent would be directed to the Complaints procedure which is found on the school's website. Many concerns can be resolved by simple clarification or the provision of information and it is anticipated that most complaints will be resolved at the informal stage.

## **Who can young people and parents contact if they have concerns?**

Pupils may raise a concern with their teacher or indeed a teacher with whom they may have a good relationship. Parents may wish to address the class teacher directly or take their concern directly to the Headteacher.

## **What support services are available to parents?**

We encourage parents to work in partnership with teachers and are always welcome in school to discuss any concerns. Advice will be given about what parents can do to support their child at home. If outside agencies are involved such as the educational psychologist, programmes of work are normally provided that can be used at home. A school counsellor visits school every Thursday morning and is there to support families in difficult times. We are also able to listen to parents' concerns and needs, providing a sign posting service and making referrals if required, i.e. early help referrals to support parents to access the disability service.

## **Where can the LA's local offer be found?**

The LA's local offer is to be found on the school's website on the SEND page.