

# **Willerby Carr Lane**

Primary School



## **SEND Report**

**updated September 2023**

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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 is a mainstream school, providing education for 4-11 year olds. Our school's vision is that:

- **All our pupils will enjoy their education and make excellent progress regardless of their starting point.**
- **Everyone matters, is cared for, included and valued.**

Our aim is that children with special educational needs can engage fully, wherever possible, in the national curriculum and our wider school activities/life. We will help children with SEND develop a healthy self-image through being regarded as a worthwhile member of the community who can succeed and contribute both alongside their peers and at their own level. Our SEND policy reinforces the need for quality first teaching that is fully inclusive to ensure that children feel happy, valued and appropriately challenged/support. The Governing Body will be involved in ensuring that the appropriate provision is in place for all pupils with SEND.

## The Definition of Special Educational Needs

A child has special educational needs if they have learning difficulties that call for special educational provision to be made.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school.

## **The Definition of Special Educational Needs Provision**

Special educational provision is support which is additional or different to support usually available to young people of the same age in mainstream schools.

## **What types of SEND do we provide for?**

The Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or 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. For further information on how Willerby Carr Lane is meeting the aims of the general public sector equality duty under the Equality Act 2010 can also be found on the website or requested from school.

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.

## **Identifying Pupils with SEND**

All teachers are responsible for identifying pupils with SEND, and with the support of the SENCo will ensure that pupils requiring additional or different support are identified as quickly and early as possible. A variety of assessments are carried out to identify pupils with SEND. Whether or not a pupil is making progress is a significant factor in considering the need for SEND provision. We also take into account information given from a child's previous setting.

Termly progress tests are carried out in maths (PUMA), reading (PIRA), grammar and independent writing assessments. Children at the end of Year 1 are also assessed using the National Phonics Screening test and, at the end Key Stage 2, are formally assessed using Standard Assessment Tests (SATs).

We also collect evidence obtained by:

- Teacher observations/assessments
- A child's performance is judged against level descriptions, and pre-key stage indicators, if appropriate
- EYFS profile data

- External agency reports
- Information from parents
- Half termly phonics assessments

Additionally, we identify pupils through standard appropriate screening, carried out using the following test:

- Harcourt Assessment - Dyslexia Screening Test

The school follows a 3-stage assessment approach:

### **Graduated Approach within Class (GAP)**

A graduated approach plan specifies the highest priority objectives 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. These targets will be shared with parents.

### **SEND Support Plan (SP)**

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 SENCo. The SENCo 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 a SEND support plan. The SENCo may also look to get some additional support from external agencies such as, the Behaviour Support Team, Speech and Language or the Educational Psychologist. At this point, with the permission of parents, a child will be added to our SEND register.

#### **SEND support definition:**

SEND support means support that is ***additional to, or different from, the support generally made for other children of the same age in a school.*** It is provided for pupils who ***are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer.*** A pupil on SEND support will not have an education, health and care plan.

### **Education and Health Care Plan (EHCP)**

Where the needs of the child are unable to be met by provision of a SEND Support Plan, the SENCO will liaise with parents to refer the child to the Local Authority for assessment for provision through an Education and Health Care Plan. EHCs are reviewed at least annually.

#### **Education, health and care (EHC) plans:**

A local authority may issue an Education, health and care plan for ***a pupil who needs more support than is available through SEND support.*** This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.

## **What is our approach to teaching pupils with SEND and how do we adapt the learning environment to help SEND pupils access the school?**

Our first, and most important step, when supporting pupils with SEND is ensuring that all pupils have access to quality first teaching, differentiated for individual pupils. The class teacher is responsible for the progress and development of every pupil in their class, including those who get extra support from teaching assistants or specialist staff.

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 SEND team. External agencies will also become involved to offer advice when requested by the school.

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.

Further details are available in our Accessibility plan.

### **How do we enable pupils with SEND to engage alongside their peers?**

We make it a high priority to ensure that children with SEND are given the opportunity to engage in all activities across the school day alongside their peers, 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 children are not at a substantial disadvantage when compared with their peers.

### **How do we work with parents?**

As a school we feel strongly about developing an open partnership with parents and carers, when this relationship is effective this will enable children with SEND to achieve their full potential. We recognise that parents and carers know the child best and how best to support them and therefore play a key role in the partnership. Parents will always be invited to discuss planning and stages of support.

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

All children should be involved in making decisions, where possible, right from the start of 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 targets?**

The school uses a variety of assessment processes as relevant to different key stages to assess progress:

- 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 SEND to improve their emotional, social and mental health development?**

We employ a school ELSA (Emotional Literacy Support Officer) four days a week to support both children and staff. Her role is to build relationships, carry out regular check ins, make weekly phone calls with parents and run ELSA sessions.

We have access to a school nurse whose role can also include coming into school to support a child's physical and mental health and to provide advice and support to parents, carers and school staff.

Our Mental Health Champion's aim is to raise awareness of mental health, help promote positive mental health practices, encourage open and honest conversations about understanding mental health and share strategies for wellbeing across the school.

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

The SENCO, ELSA, Teachers and Teaching Assistants attend any relevant training where appropriate. Staff INSET days and after school CPD sessions may be allocated for SEND training and outside agencies invited as and when necessary.

Training is arranged to ensure staff understand the needs and strategies to support the particular children they work with. Staff may also undertake their own training using the National College or other external training providers.

Training has included:

- supporting children with Dyslexia
- supporting children with Autistic Spectrum Disorder
- supporting children with ADHD
- supporting children with speech and language difficulties
- supporting children with visual impairment
- supporting children with physical and co-ordination needs
- precision teaching
- phonics
- supporting children with anxiety
- supporting with sensory needs
- supporting children with challenging behaviour

## **How will we secure specialist expertise and involve other organisations in meeting the needs of pupils with SEND 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
- BST: Behaviour Support Team
- EP: Educational Psychologist

- SaPTS: Sensory and Physical Team
- ISSS: Integrated Sensory Support Service
- School Nurse
- Specialist nurses (epilepsy/ diabetic etc)
- Inclusion Practitioner
- OT: Occupational therapy
- CAMHS: Child and Adolescent Mental Health
- School ELSA

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

A specific amount of money is set aside in the school's budget for SEND provision which is allocated by the SENCo and the School Business Manager.

## **What facilities are available for children with SEND on the school site?**

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. We have a dedicated SEND office, a calming nurture room and intervention room with breakout spaces.

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

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject leaders
- Analysis of pupil tracking data and test results
- SP/GAP reviews
- Termly monitoring of the procedures and practice by the SEND Governor
- School self-evaluation
- Meetings with parents

## **How do we handle concerns and complaints from parents of children with SEND 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, SENCo 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.

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

We encourage parents to work in partnership with the school 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. Our school ELSA works four days a week and is there to support families in difficult times. The SENCo is also available to listen to parents' concerns and needs, providing a sign posting service and making referrals if required.

## **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.