



## Weobley Primary School

### *Our School provision for those with Special Educational Needs*

At Weobley Primary School we want the best for **all** of the children in our care. For some children, we recognise that education may be more challenging and we aim to provide them with strategies and support, to help them to progress, develop and achieve to the best of their potential.

### ***What is Special Educational Needs?***

Special Educational Needs (SEN) is a legal term, which describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age. Around one in five children has SEN at some point during their school years. Some children have SEN throughout their time in school.

SEN covers a broad spectrum of difficulty or disability. Children may have wide-ranging or specific problems. Eg, a child might have difficulty with one area of learning, such as letters or numbers. Or they might have problems relating to other children, or to adults. Whatever the area of need is for an individual child, we aim to assist them throughout their time at Weobley Primary School, as well as providing advice and support for their families.

### *How does the school know if children have Special Educational Needs?*

At Weobley Primary School children are identified as having Special Educational Needs (SEN) through a variety of ways including:-

- Liaising with staff at previous school / pre-school
- Child is performing below age expected levels
- Concerns are raised by Parent / Carer
- Concerns are raised by the Teacher, for example, behaviour or self-esteem is affecting performance
- Liaising with external agencies, eg Occupational Health, Health Visitors, Physiotherapist
- Health diagnosis through Paediatrician

### *What is the Special Educational Needs (SEN) Register?*

A child with Special Educational Needs is placed on the SEN Register. The aim of the SEN Register is to highlight those children who need extra help or additional support and ensure their progress is carefully monitored. Children can be placed on the Register at any point, but can also be removed should this be necessary. The children who are on the SEN Register will be carefully monitored by the Special Educational Needs and Disabilities Coordinator (SENDCo) who will meet with the Class Teachers termly to discuss all children on the Register. Not all children with 'additional needs' are placed on the SEN Register as they may just need monitoring in class and some 'catch up interventions'. Termly 'Assess Plan Do Review' meetings will be held with parents to discuss outcomes for the following term. We will endeavour to meet with parents at a mutually convenient time. If parents are not able to meet the agreed proposed time we can still proceed with the meeting and send the proposed plan out afterwards.

### *How can parents raise concerns about their child?*

We want to work closely with parents and feel that we communicate and share relevant information as and when appropriate, either through formal or informal discussions. If you are concerned about your child, please talk to us. Firstly contact your child's Class Teacher or Mrs Wallace, the Special Educational Needs and Disabilities Coordinator (SENDCo). We want to build positive relationships with all parents as we feel that we are here to support the families as well as the children in our care.

### *How will the school support children with Special Educational Needs?*

The Class Teacher has responsibility for the teaching and learning all of the children in his / her class. He / she will plan, oversee and work with each child with Special Educational Needs, to ensure that they are making progress at their own level. The SENDCo oversees the support and progress of all children across the school, requiring additional support. There *may* be a Teaching Assistant (TA) working with your child either individually or as part of a group, providing specific targeted support to enhance your child's progress and development. The regularity and purpose of these sessions will be explained to the parents before the support commences. For some children with more complex needs, it may be appropriate for them to receive higher levels of 1:1 support. In these cases, we would need to submit an application to the Local Authority for some additional funding.

### *Who will communicate to me the support that my child needs?*

The Class Teacher will meet termly with you, through Parents meetings to discuss the needs and progress of your child. Further information regarding your child's needs, support and interventions is available through discussions with Mrs Wallace (SENDCo), who is in school on Mondays and Tuesdays. Mrs Pennington (Inclusion Mentor) is available on the days when Mrs Wallace is not in school. Appointments can be made through the school office. Pupil passports outlining interventions and targets will be sent to parents termly.

### *How are the Governors involved with children with SEN?*

The SENDCo reports to the Governors annually to inform them about the progress of children with Special Educational Needs. This report does *not* refer to individual children and confidentiality is maintained at all times. The Governors agree priorities for spending funds within the SEN budget with the overall aim that all children receive the support they need in order to make progress. An Annual Action Plan is also submitted to the Headteacher and to the Governors, highlighting areas for improvement or changes in practice to be implemented.

### *What specialist services and expertise are available at or accessed by the School?*

All Class Teachers are fully qualified and all Teaching Assistants are trained to an appropriate level. The SENDCo is also a qualified Teacher with a Masters Degree and has achieved the National Award for Special Educational Needs qualification, which was accredited in February 2015.

As a school we have developed strong links with a range of external agencies and professionals. We engage with all professionals who are relevant to the needs of individual children within our school, *including*:

- Behaviour Intervention
- School Nursing Team
- Health Visiting Team
- GPs
- Paediatricians
- CAMHS (Child and Adult Mental Health Services)

- Speech & Language Therapists
- Learning Support Teams
- Social Workers
- Educational Psychologists
- Specialist Advisory Services, eg 'Specialist Teacher for Complex Communication Difficulties'
- Occupational Therapists
- Physiotherapists
- Megan Baker House
- WEST Programme (Mental Health and well-being)

If we feel that a child needs to be referred to another agency, The SENDCo will speak to the parents and gather evidence within school, for example class observations, progress data, which we will then send with the referral to the appropriate agency. The contents of the referral will be shared with Parents / Carers, who have an opportunity to comment on their concerns regarding their child's needs. The referral is not submitted until consent from Parents / Carers is received. The SENDCo will keep you informed of any appointments which may be made in school or at another establishment.

Following a referral, a programme of support may be necessary in order to help your child in school. This may include follow up appointments or sessions off the school site. However, we try to provide the appropriate interventions of targeted support in school. For example the SENDCo liaises with the Speech and Language Therapists every term, to look through the programmes of support which they provide for us to deliver. We also provide our own programmes of support tailored to suit the individual needs of the children. Any interventions which we provide in school will be discussed with the parents, informing them of the purpose of the Intervention as well as gaining consent before commencing the sessions.

### *How will the curriculum be matched to my child's needs?*

All work within the class is pitched at an appropriate level, enabling all children to access activities according to their specific needs. This may mean that there are several different activities or differentiated levels of work going on at any one time within the class, but all will be matched to meet the children's needs. Activities can be adapted further still to meet specific individual needs. The benefit of this type of differentiation is that all children can access all lessons and learn at their own level. There may be occasions when groups of children or individual children need support to access activities. This may be done in the classroom with the Teacher or Teaching Assistant, or it may be necessary to work with the Teaching Assistant outside of the classroom, in a quieter environment.

### *How will I know how my child is doing and how will you help me to support my child's learning at home?*

We offer an open door policy, where you are welcome to make an appointment anytime to meet with either your child's Class Teacher or the SENDCo to discuss your child's progress in school. We can offer practical advice on how you can support your child at home.

We believe that your child's education should be in partnership with Parents and Teachers. Therefore we aim to keep communication channels open, communicating with you regularly, either informally or through more formal meetings, such as Parent's Evening.

For some children, we *may* have a 'Communication Diary', which your child will bring home daily so that comments from the Parents and the Teachers can be shared and responded to as and when necessary. These diaries are not provided for all children and will be provided if the Class Teacher and SENDCo feel that it is necessary.

If your child is placed on the SEN Register, then they will have a Student Passport, highlighting specific needs, likes, dislikes, targets for future learning. These targets will be specific and are set with the expectation that the child will achieve them by the time the Passport is reviewed.

If your child has an 'Education Health Care Plan', a formal review meeting will be held annually with various professionals to discuss your child's progress and to set new targets for the following academic year.

### *What is a Student Passport?*

At Weobley Primary School, we feel that it is very important to listen to the views, feelings and opinions of the children. This is no different for children with Special Educational Needs. All children on the SEN Register will have a Student Passport. Every term, the child will meet with their Teacher or Class TA to discuss their likes and strengths and any areas which they feel that they need to improve. The targets will be set with the children so that they feel involved and can have ownership of their Passport. Passports are reviewed termly (usually at a half term) to set new targets for the following term. These passports will be shared with Parents / Carers who will also have an opportunity to contribute information if they wish to. Some pupils who are not on the SEN Register may have a passport as a way of monitoring their additional needs – as previously mentioned these may not be long term needs, but may require short bursts of catch up interventions.

### *What is an Education Health Care Plan?*

Formerly, some children with Special Educational Needs and Disabilities may have had a 'Statement' that details their Educational provision. They may also have had a Health Care Plan or a Social Care Action Plan. The Education Health Care Plan (EHCP) combines all of these into one plan that professionals from all three domains would agree to and follow. From September 2014, EHC Plans by law, replaced Statements for children with Special Educational Needs and Disabilities. In order for an EHCP to be granted by the Local Authority, the Education element MUST be present. It cannot be granted just based on health needs.

### *How does the school know how well my child is doing?*

As a school we measure children's progress in learning against National and age related expectations. The Class Teacher continually assesses and observes each child, noting areas where they are improving or those where further support is necessary. We also look at data from the previous year, generating typical pattern of progress, highlighting what progress we expect to see over the terms and academic year. Pupil Progress meetings are held termly with the Class Teachers, the Headteacher (Mr Warrell) and the Lead Teacher (Mrs Thomas). These meetings are for all children in the school, but can highlight individual children who may be experiencing specific difficulties and what support we can provide to help them to make progress.

Every Class Teacher sets targets for all children in the Class, taking into account their individual learning needs. For those children on the SEN Register, additional individual targets will also be devised and written on their Student Passport. These will be reviewed in their end of term Passport meetings, as well as in the Pupil Progress meetings, which highlight whether the child has made progress over the term, as well as showing whether the child is on track to achieve their end of year academic target.

### *How will my child be included in activities outside the classroom, including school trips?*

All children are included in all aspects of school life, including trips outside of the school environment. We always provide the necessary support to ensure that the trips and activities are successful. Risk Assessments are carried out prior to any off site activity to ensure everyone's Health and Safety is not compromised. We are an Inclusive school and do our best to ensure that all activities and trips are appropriate for all of our children to participate in. In some circumstances staff will make trips prior to the class trip to ensure accessibility for all pupils.

### *How accessible is the school environment?*

Entrance to the building is through the main Reception, which is on one level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is wheelchair access. There are good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas). Personal Emergency Evacuation Plans (PEEPs) are devised for those children with more complex needs.

Children requiring equipment due to a physical or sensory impairment will be assessed in order to gain the support that they require.

### *How will the school prepare and support my child when joining the school or transferring to a new school?*

We encourage all new children and their Parents / Carers to visit the school prior to starting when they will be shown around the school. We also offer 'Taster Days', so that the children can spend some time in the school, getting a feel for the environment, meeting their Teacher and their peers. For children with Special Educational Needs, we would encourage visits to assist with the acclimatisation of the new surroundings. Once we know that a child is joining us, we contact their previous school or setting to speak to the SENDCo to ask for any further information about the child as well as requesting any documentation or records to be sent to us.

When children are preparing to leave us to go to a new school, typically to go into Secondary Education, we arrange additional visits. The majority of our children move on to Weobley High School, which is next door to our school. The High School run a Transition Programme specifically tailored to aid transition for the more vulnerable children. The children with Special Educational Needs are invited to attend sessions at the High School for several weeks during the Summer Term.

We liaise closely with Staff when receiving and transferring children to different schools, ensuring that all relevant paperwork is passed on and all needs are discussed and understood.

### *Who can I contact for further information?*

The first point of contact would be your child's Class Teacher. The Class Teacher will then raise your concerns with Mrs Wallace (SENDCo) or you are welcome to make an appointment through the School Office yourself to meet with her.

### *Useful information websites*

- Further information can also be found on our school website in the Special Educational Needs Policy.  
<http://www.weobleyprimary.co.uk/>
- SENDIAS (formerly known as Parent Partnership) provide free information, advice and guidance to parents and carers of children and young people up to the age of 25 who have a disability and/or special educational needs. For further information about this service, please contact  
[sendias@herefordshire.gov.uk](mailto:sendias@herefordshire.gov.uk)
- Herefordshire Council Special Educational Needs Advice  
<https://www.herefordshire.gov.uk/education-and-learning/special-education-needs/special-educational-needs-assessment>