

SEND Information Report

What is the SEN Information Report?

The Children and Families Bill became enacted in 2014. From this date, Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people. This is the Waddington Redwood Primary Academy SEN Information Report.

What are Special Educational Needs?

The statutory guidance in the Special Educational Needs and Disability Code of Practice (2014) provides statutory guidance to schools relating to children with special educational needs and/or disabilities. The code states that a child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of other children of the same age,
- or
- has a disability which prevents or hinders them making use of the facilities of a child generally provided for others of the same age in mainstream schools.

Pupils with special educational needs and/or disabilities can fall into one or more of the following categories:

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

What should I do if I am concerned about my child's progress, learning or well-being?

1.	Contact your child's class teacher. During a discussion with the class teacher, you will review progress over a period of time, look at latest assessment results or any social, emotional and wellbeing concerns. You will then decide upon a plan of action. Some children need a little more than Quality First Teaching and this will be monitored carefully.
2.	If concerns continue, a SEND referral form will be completed by the class teacher to highlight the areas of need. At this stage, it may be necessary for you to meet with the SENCO. There may also be the requirement for additional assessments to be carried out within school, or by outside agencies and intervention put in place to support individual needs.
3.	If a pupil is on the Academy SEN Register, individual targets will be set, shared with pupils and parents, and reviewed at least 3 times an academic year. A pupil profile containing key information will be shared with staff and parents to ensure communication of needs and provision needed to support progress. The pupil's voice is a key part of the process and recorded on their profile.

What will the school do to support my child?

Appropriate targets will be set and the progress will be monitored by the class teacher with support from the SENCO, teaching assistants or outside agencies. The process for providing support is known as the Graduated Approach, or the 'Assess', 'Plan', 'Do' and 'Review' cycle. Your child will be at the centre of an agreed programme of support. You and your child will have a good understanding of what the support will be and the people who will be helping them. Every step forward will be celebrated.

Assess:

- Informal and formal assessments and observations in school
- Discussions with parents or pupils
- Specific Assessments from external agencies E.g. Speech and Language Therapists
- Your child's progress and development is continuously monitored by their class teacher

Plan:

If further support is identified as part of the 'Access' section of the cycle, SMART targets will be set, shared and reviewed after a set time frame. Pupil's with an EHCP will have provision planned in line with their EHC Plan.

Do:

The strategies identified in the 'Plan' section of the cycle will be implemented for the identified time frame. These strategies could include:

- Small group intervention – may be in or outside of the classroom
- In-class support – enhanced adult support in class to encourage learning using appropriate resources and strategies
- Using resources to support learning e.g. visual prompts, phonic mats, 'now and next', word lists, practical materials for maths, emotions cards etc
- Intervention with outside agencies

Review:

Targets are formally reviewed 3 times a year. Parents are invited to the reviews as part of our parent's evenings, or SEND Review Meetings. During the review:

- Targets are reviewed and progress is evaluated between entry and exit data
- Interventions are evaluated and the need for further support explored
- New targets are set, if appropriate

Parents of a pupil with an EHCP will also be invited to review the targets set out in their EHCP at an Annual Review, alongside the caseworker.

Who will support my child in school?

There are many people who may be involved in providing support for your child. These may include:

Who?	Roles and Responsibilities?
Class teacher	Works collaboratively with the parents and child to set appropriate targets and intervention to meet the needs of the child and ensure progress is made. Liaises with the SENCO for advice on strategy and resources.
SENCO	Supports parents and class teacher to identify targets and next steps. Monitors provision effectiveness through assessment and progress tracking, using data systems and intervention timetables. May complete referrals for outside agency support or paediatric appointments. Organises and leads review meetings and completing all relevant paperwork.
Teaching Assistants	Generally supports within the classroom to foster learning by following the planning and direction of the class teacher. Gives feedback to inform future planning. Will work one to one or with small groups as directed by the class teacher
Midday supervisor	The Midday Supervisors support the personal, social and emotional needs of our children. Good communication between teaching staff and Midday Supervisors ensures that children are closely monitored during lunchtime and information is passed on if necessary. They are invited to attend appropriate training to deepen understanding and provide them with strategies to support children who may have additional needs.
Headteacher	The Head Teacher meets regularly with the SENCo to discuss provision in school for pupils with SEND. Also leads the behaviour support.
Specialist Outside Agencies	At times, this may include specialist agencies coming in to school to provide specialist interventions.

What training and experience do staff have for the additional support my child needs?

In school, we have staff that have been trained in, have experience of, or hold additional qualifications in a range of areas. These include, but are not limited to:

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| ➤ A range of <i>Working Together Team</i> Training for support children with Autism | ➤ Training in Speech, Language and Communication Needs |
| ➤ Training in supporting children with ADHD | ➤ Identifying and Teaching Children with Specific learning Difficulties |
| ➤ Supporting children experiencing grief and loss | ➤ Training in the TAC process (Team Around The Child) |
| ➤ Restorative Solutions Focused training | ➤ Training in using 'Signs of Safety' (Early Help Assessment) |
| ➤ Counselling Skills | ➤ Positive handling training |
| ➤ ELKLAN Early Years qualification (language development) | ➤ Safeguarding Children Basic First Aid |
| ➤ ELKLAN Primary Years qualification (language development) | ➤ Paediatric First Aid Qualifications |
| ➤ Advanced Certificate in Speech and Language Therapy | ➤ Specialist medical training according to needs |
| ➤ ACES training | ➤ Supporting children with Autism |
| ➤ EBSA training | ➤ Curriculum interventions |
| ➤ Supporting girls with autism | |

Who else might be involved in supporting my child at school?

Following observations, assessments and discussions with you and your child, it may be necessary for us to work with specialist outside agencies. This may be in advisory capacity or they may work directly with you or your child. If outside agencies are involved in the support of your child, you will always be consulted prior to this.

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| ➤ Speech and Language Therapist (SALT) | ➤ Specialist medical Services |
| ➤ Specialist Teaching Team (STT) | ➤ Children's Therapy Services |
| ➤ Educational Psychologist (EP) | ➤ Healthy Minds |
| ➤ Working Together Team (WTT) | ➤ Community Paediatrician |
| ➤ Specialist Teaching Team (STT) | ➤ Occupational Therapist (OT) |
| ➤ Sensory Education and Support Team (SEST) | ➤ Physiotherapist |
| ➤ Child and Adolescent Mental Health Service (CAMHS) | |

What support does the academy offer for improving social and emotional development?

The social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development.

The SENCO and Pastoral support team also offer support and advice to both parents and pupils. If necessary, specific plans are put in place to support a child's wellbeing, with parents informed. All staff at Waddington Redwood Primary School endeavour to support all pupils socially and emotionally through

- Building up strong relationships with all pupils in order to support their emotional needs
- A trained member of staff checks in whenever appropriate with the children
- We have a weekly chatroom where children can discuss their concerns with a member of staff who has had counselling training
- All incidents are communicated to the relevant members of staff and all staff work collaboratively to resolve any situation
- We have a clear behaviour policy
- We support our Forces families and children by running a weekly group for the children

- The school council has 2 representatives in each class to listen to the views of the children
- Interventions for social and emotional development are planned in KS1 and KS2 where ever appropriate
- 'The Nest' is a safe, quiet place available for our pupils to access at lunchtime
- We have a variety of different social clubs that run during the week at lunch time and after school

How Accessible is the Academy Environment?

Our academy is a single storey building. We have hard and grassed play areas some of which are accessible via a gradual slope. Alternative access is available if necessary. Most classrooms are either suitable for wheelchair access or can be adapted if necessary. We have a fully accessible hygiene suite comprising of disabled toilet and shower facilities. These facilities are available for children with specific medical needs. Extra-curricular activities are accessible to all children, including those with SEND.

As an academy we highly value the benefit of education outside the classroom and believe all children should have the opportunity to participate in these experiences. Prior to any trips, staff carry out a risk assessment, this considers the needs of children with SEND. Where necessary, we will meet with parents to discuss any additional support that may be required

How will the curriculum be adapted to my child's needs?

Alongside Quality First Teaching, all staff plan engaging and motivating lessons that encourage children to enjoy learning and reach their full potential. Teachers and teaching assistants use a range of strategies to support children's learning. This might include:

- a change in teaching approach – active learning, real life experiences, drama, talking partners, relearning of vocabulary, opportunities to develop problem solving
- adapting resources and equipment – writing slopes and pen grips, scribes, supportive writing scaffolds, using ICT for recording, technology used to support writing, coloured overlays and backgrounds
- inclusive environment – visual timetables, displays, seating and groupings
- the EEF '5 a day' strategies.

How does the school know how well my child is progressing?

We carefully track all children's progress across each term through the use of teacher assessment data and observations. If your child is not meeting their age-related expectations, we may use a range of assessment tools to help us pinpoint how best to support them.

- Assessment related to the curriculum delivered
- Phonics screening and assessments
- Early Learning Goals – for children working within the Early Years Foundation Stage
- Formative assessments such as PIRA
- Assessment for learning
- Individual targets – through a personalised SEN pupil profile
- Observation and professional judgement

How will my child be included in activities outside the classroom including a school trip?

We offer many educational visits and residential trips to enhance the learning in the classroom. We will always try our very best to include your child on a visit, ensuring any specific needs they have are taken into account within risk assessments. It might be most appropriate to ask for your support on a trip or visit and we would always welcome your help and support for these.

The Academy offers a wide range of after school clubs which are available and open to all children in the appropriate year group or key stage. If a child is in receipt of pupil premium, financial support can be offered for those clubs which carry a charge. Many of our clubs are free and run by our own staff who know the

children well. If your child is likely to require additional adult support during an afterschool club, please contact their class teacher to discuss this.

How will the academy prepare and support my child at points of transition, for example when joining the academy, moving to a new class or when moving to a new school/academy?

Waddington Redwood Primary Academy recognises that transitions can be difficult for a child with SEND and we take steps to ensure any transition is as smooth as possible.

When your child joins our academy, we may provide additional transition support by:

- Contacting their previous school/pre-school/nursery where possible, to discuss needs and previous support. Where possible, we will endeavour to visit your child in the previous setting
- Your child will be able to visit our school and stay for a taster session, if this is appropriate
- Contacting you to discuss the needs of your child
- Providing additional pastoral support to aid transition where appropriate. This may take the form of extra visits, personalised transition books and regular chats with your child and their class teacher to ensure that they have settled and there are no worries or concerns.

When your child moves to a new class within our school, we may provide additional transition support by:

- Providing additional opportunities for them to visit their new class and see their new teacher
- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. One-page pupil profile's will be shared with the new teacher
- Ensuring we have specific support, procedures or resources in place for reassurance and continuity of care
- Providing additional pastoral support to aid transition where appropriate. This may take the form of extra visits, personalised transition books and regular chats with your child and their class teacher to ensure that they have settled and there are no worries or concerns.

When your child moves to a new school, we may provide additional transition support by:

- Contacting their new school where possible to discuss their needs and present support
- Ensuring that all relevant information relating to your child's support, progress and attainment is shared with their new school
- Providing additional pastoral support to aid transition where appropriate. This may take the form of extra visits, personalised transition books and regular chats with your child to ensure that they feel prepared for their new school and they have no worries or concerns
- Providing advice for you, as and when needed, to ensure that you feel confident and prepared to support your child's next steps
- The class teacher and/or SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school.

Medical Needs

- If your child has medical needs then please ensure that the information is passed on to your child's class teacher
- If required a 'Medical Care Plan' can be put in to place
- If your child requires medication, please contact the School Administrator

Support for Behaviour

- When classroom interventions do not meet the needs of a child, a specific plan will be put in place. It may be necessary to access additional support from a specialist outside agency School such as PRT (Pupil reintegration Team) or BOSS (Behaviour Outreach Support Service).
- Targets will be put into place in a 'behaviour plan' that will support your child (parents and pupils are involved in this process)

- We follow the Lincolnshire Ladder of Behavioural Intervention
- Sometimes a specific behaviour plan called a PSP (Pastoral Support Plan) is needed. Targets are agreed by school, parents and the child and these are reviewed in 8-week blocks. School can seek support from PRT (Pupil reintegration Team) and BOSS (Behaviour Outreach Support Service) in these cases.

How will my child be involved in the process and be able to contribute their views?

Your child's voice is important and valued. Their views about their learning are vital and help us to review the provision that has been planned. Your child will be involved in the assessment of their learning and setting future targets.

Where appropriate, your child will be involved in all relevant meetings or part of the meeting. They will be encouraged to talk about their progress, what strategies are working well and what they feel they may need support with for future targets.

Parents are included in all meetings and you will be asked for your child's views and ideas. This information will support the review meeting.

What measures does the academy have in place to prevent bullying?

Our Anti-Bullying Policy is taken very seriously at Waddington Redwood Primary Academy. We have Anti-Bullying Ambassadors in school each year, these roles are filled by responsible children, from year 5 and 6. The Ambassadors have many roles in school. Some of their roles are listed below:

- Inform and teach others of the types of bullying.
- Give pupils the tools to address and put a stop to bullying.
- Support children who are experiencing bullying.
- Give pupils a voice and someone of a similar age to turn to.
- Share any worries and pass on any necessary information to the adults in school.
- Promote Anti-Bullying in school.
- Give pupils advice and strategies that they can use to overcome any problems in school.
- Our Anti-Bullying Ambassadors wear blue high-vis jackets during lunch and playtimes so children can seek them out easily!

In every classroom, we have worry boxes where the children can write or draw concerns and these are checked regularly. Any concerns are passed on to the appropriate adult. We hold Anti-Bullying events each year. We also explore bullying through our PSHE curriculum and assemblies.

How can I access support for myself and my family?

The Local Educational Authority (Lincolnshire County Council) has a list of agencies that can offer a wide range of support. This can be found by clicking on the link below: [SEND Local Offer – Lincolnshire County Council](#)

Who can I contact for further information?

If you require any further help or support, please contact Waddington Redwood Primary Academy at: redwoodenquiries@prioryacademies.co.uk. However, any member of our staff team will be happy to guide you to the appropriate colleague if you need help and support.