

Special Educational Needs & Disabilities Information Report

Wychall Primary School



Welcome to Wychall Primary School

Hello, my name is Mrs Barrow and I am the Inclusion Lead. I work with children, teachers, parents and agencies to ensure that the needs of our pupils are met. If you have a concern about your child, I am available to speak to you. We would always encourage you to speak to your child's class teacher in the first instance.



Identifying SEND in School

**Children with SEND are identified using Four
Broad Areas of Need:**

Communication and Interaction

Cognition and learning

Social, Emotional and Mental Health

Physical and/or Sensory

Communication & Social Interaction

At Wychall, our **Individual Education Plans** identify the types of need a child may have.

Where necessary, resources will be available to support the learning of children who have significant communication and interaction needs.

We work with the Speech and Language Therapist from 'Soundswell' who visits school to observe, assess and offer advice on ways to support children with difficulties across each spectrum.

We also work with the Communication and Autism Team (CAT).



Communication & Social Interaction

- ✓ Children can have access to a learning mentor room for sensory breaks.
- ✓ Symbols and widgets are used to support communication if needed
- ✓ We can provide individual workstations for pupils who require them.
- ✓ We have a number of staff who have specific training on the Autism Spectrum
- ✓ We use explicit language to avoid confusion
- ✓ We pre-teach vocabulary for new topics

Cognition & Learning

Where necessary, resources will be available to support the learning of children who have significant needs with cognition and learning.

We work with the Pupil and School Support. Members of this team visit to observe, assess and offer advice on ways to support children experiencing difficulty with Reading, Writing and Maths.

Staff have also had training in delivering Precision Teaching and Phonics intervention.

We also work closely with the Education Psychology Service who provide us with a range of strategies to help children with every aspect of their development.

Social, Emotional & Mental Health

We run social skills groups across the school to support children who find social situations difficult. The school will provide assistance to children who need support with managing their own behaviour and all children are developing their emotional literacy through an approach called Zones of Regulation™.

We offer additional support playtimes so that children have activities and close supervision within the playground.

We have praise boards and Dojos that are used to reward children for good choices.

Social, Emotional & Mental Health

- Our staff understand how to safely diffuse a situation.
- Children have safe spaces and key adults to talk to when they need to self-regulate
- We provide risk assessments for any child who needs additional support to keep themselves safe.
- We work closely with Beacon Behaviour Support who are behaviour management specialists.
- Our Pastoral Lead works with pupils to support their emotional health and well-being.

Physical & Sensory

At Wychall Primary we work closely with agencies support our pupils physical development and sensory needs.

These agencies might include:

Physical Difficulties Support Service (PDSS)

Communication and Autism team (CAT)

Occupational Therapy Service (OT)

Physiotherapy Service (Physio)

Hearing Impairment Service (HI)

Visual Impairment Service (VI)

We ensure all areas of the school needed by any child is accessible by adapting the entry points and arranging resources so a child can access them independently.

We have Health Care Plans and Risk Assessments for all children who need one.

Staff Training

Staff Training

All school staff will receive appropriate training so they have the knowledge and confidence to support children's needs.

At Wychall Primary we hold a weekly staff meeting. These are used to ensure staff have up- to-date knowledge to teach children of all abilities. Sometimes training is run by specialists e.g. Epipen administration or training by Soundswell (Speech specialists).

We also have school INSET days to train staff in the latest law, especially around safeguarding, and the best teaching methods in Reading, Writing & Maths. We also train with our colleagues across the Trust schools to share best practice.

Targeted Support

We use the following to support children with additional needs to become independent learners:

- Interventions, which targets your child's area of need.
- One to one or small group support
- Learning Mentor Support
- Adapted tasks and resources, with 'scaffolding' to enable access.

We develop Individual Education Plans each term and review personal targets each time.

Monitoring

The school will provide good teaching for your child and extra support when needed.

Wychall Primary uses a range of strategies to monitor the progress of children and to ensure that good teaching is in place for all pupils. We do this through:

- Tracking your child's progress and holding teachers to account through termly pupil progress meetings.
- Classroom observations and learning walks, including monitoring the learning environment.
- Training staff and supporting planning.

Assessment

Teaching and support staff will be able to accurately assess the level children are working at and differentiate the curriculum.

We use a range of criteria and evidence to help us identify the level children are working at. This might include:

- Checking the words children can read and spell independently.
- Moderating writing together.
- Making observations
- Marking regularly
- Use of tests, where appropriate.

This helps teachers to plan work for all children to make progress. The work will be appropriately scaffolded, so that all children are fully included and can make progress.

Resourcing

A range of resources will be available in all learning areas to support learning for children operating at different levels. These are identified on children's Individual Education Plans.

- Our **reading books**, in class and to take home, are **book banded** so that they are at the right level for your child to make progress.
- **Positions of tables and chairs** are always considered for children with physical, hearing or sight impairment.
- Our **working walls** have examples of teacher models and vocabulary to learn
- Children are encouraged to **talk with partners** or in small groups to develop their ideas, reason and articulate before recording them.

Extra-Curricular Opportunities

The school will always ensure that children with additional needs and their families are able to take part fully in school trips and social events.

Children with additional needs will be encouraged to participate in after school clubs.

Post-Covid, the school curriculum will include trips to enrich the experiences children have. Our risk assessments are inclusive of SEND children and one to one adult support is provided, should this be required.

Parents are consulted regarding specific needs, including those children with medical needs, so that all children have a safe and enjoyable experience.

All children participate in their class assemblies and other performances, such as musical performances.

When we have outside theatre companies perform at school, the additional needs of pupils are considered. Whenever possible, all children join in unless participation, especially around noise level may cause the child distress and anxiety. We will provide these children with an alternative provision.

Communication

The Inclusion Leader, Mrs Barrow, will make sure that all necessary school staff are aware of your child's needs and worries.

If your child has medical needs, a plan will be written by the school nurse and shared with you.

All staff have access to a copy of these plans in the classroom. The plans identify how your child should be helped to succeed and make progress.

All of these plans will be reviewed on a regular basis.

If your child has more complex needs, then we may review your child's progress and needs through a Person Centred Review. This approach very much values the views of the child and the parents. Parents who have already been involved in such meetings, say they find them very useful.

Transition

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child's views will also be listened to.

If your child has an **Individual Education Plan** and you move your child to another school, we will share the information with the new school.

If your child is at another **Nursery School** and is about to start in **Reception** here, we liaise with the nursery school to find out as much information as possible about your child's needs. This will include any targets and paperwork or agencies which might have been involved in supporting your child.

When your child moves from **Year 6** to secondary school, Mrs Barrow will ensure that all information regarding your pupil's special educational needs are passed on to the new school. Extra visits to the secondary school may be arranged and a review meeting held.

A Partnership Approach

Statutory Guidance

We will work in partnership with you to identify the needs of your child and put in place the correct support, including family support if you need this.

The Academy Trust has a duty to ensure that the school adheres to the new Code of Practice under the Children and Families Act 2014.

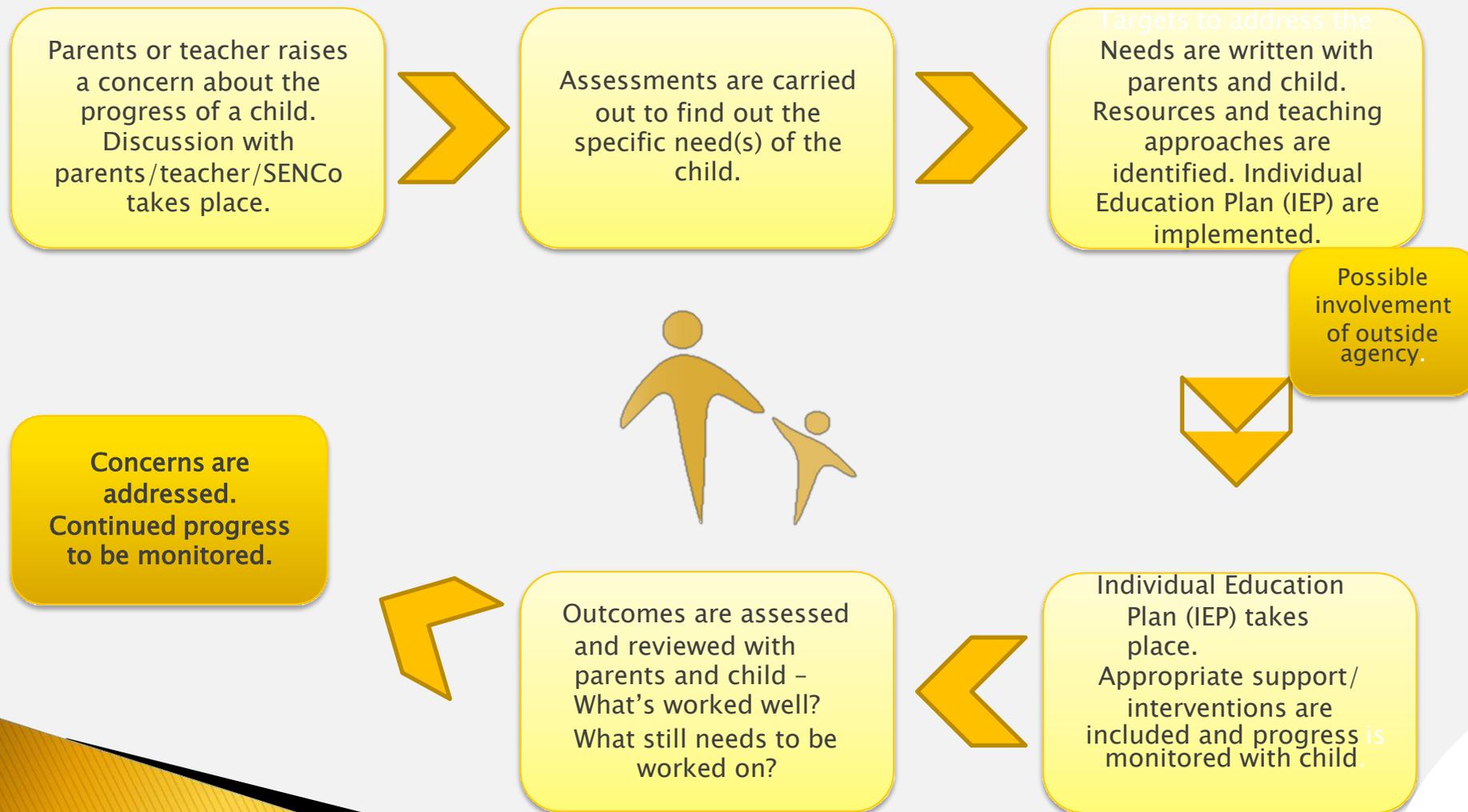
One of the key responsibilities of the governing body is to make sure that the school's policy for children with special educational needs and Disability (SEND) is published on the school website. The information on the school website must be reviewed annually by the governing body. Please [click here](#) to read our SEND Policy.

The school also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who have SEND.

A partnership approach

The school will involve you in all decisions and listen to your views.

The model outlined below is called: 'Assess-Plan-Do-Review'



The Local Offer

What is the Local offer?

The Local Offer aims to provide information about all the services and support available for children and young people with Special Educational Needs or Disability (SEND) with or without an Education, Health Care Plan (EHCP) from birth to 25.

Here is a link for your information –

<https://www.localofferbirmingham.co.uk/>