# Weeting Primary School

**SEND Information Report**

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| **Action** | **Date** | **Signature** |
| Policy Written | November 2024 | J.Hoggins/S.Lewis |
| Policy Ratified | November 2024 | J.Hardie |
| Review Date | September 2025 | J. Hoggins |
| Review Date | September 2026 |  |

This SEND Information Report has been written alongside the SEND Policy and Accessibility Plan and to comply with the revised SEND Code of Practice 2014, Children and Families Act 2014 and the Equality Act 2010.

Weeting Primary School is a mainstream school, which is part of DEMAT (Diocese of Ely Multi Academy Trust). The School is part of the Trinity Partnership which is made up of three schools, each with their own headteachers (Weeting Primary School, The Norman School and The Duchy of Lancaster Primary School).

We make every effort to meet the needs of all pupils, including when necessary, additional provision for children with Special Educational Needs and Disabilities. We work with the Trust and a range of outside agencies who support and advise school staff.

High-Quality Teaching is the universal provision made for all children and young people. This consists of high-quality teaching in an inclusive environment. Class Teachers plan lessons according to the specific needs of all groups of children in their class. Planning and teaching will be adapted daily to meet your child’s individual learning needs.

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| **Identification of SEND at our School** | |
| **What kind of Special Educational Needs is provision made for?** | The school makes provision for pupils with difficulties in the four broad areas of need (Including examples of some of the needs under each umbrella):   * Communication and Interaction * Speech, Language and Communication needs * Autism Spectrum Disorder * Cognition and Learning * General learning difficulties * Specific learning difficulties such as Dyslexia, Dyspraxia and Dyscalculia.      * Social, Emotional and Mental Health * ADHD * ODD * Anxiety and other mental health issues * Sensory and/or Physical Difficulties * Visual impairment * Hearing impairment * Sensory Processing Disorder   At Weeting Primary School, children who have a Special Educational Need may not have a disability, and similarly, those children with a disability may not have Special Educational Needs. Sometimes, however, these can overlap. |
| **How do we identify that a child has a special educational need?** | At Weeting Primary School, we will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:   * is significantly slower than that of their peers starting from the same baseline. * fails to match or better the child’s previous rate of progress. * fails to close the attainment gap between the child and their peers. * widens the attainment gap.   This may include progress in areas other than attainment, for example, social needs.  Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.  When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.  Additional support is tracked via class provision maps and the impact of the chosen approach will be monitored by the class teacher. The impact of this support will be discussed with parents and the child before deciding whether or not to add the child to the SEND register. |
| **How does the school know if my child needs extra help?** | We know when a child needs help when:   * Concerns are raised by parents/carers, the class teacher or the child. Parents and carers are welcome to make contact with school at any time to discuss any issues they feel their child is having, whether academic or social. * Little or no progress is being made recognised through the tracking of pupils’ progress and discussion at Pupil Progress meetings. * There is a change in the child’s usual behaviour or progress. |
| **Consulting and involving pupils and parents.**  **If my child is having difficulty with an area of learning, how will staff deal with this issue?** | We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:   * Everyone develops a good understanding of the pupil’s areas of strength and difficulty. * We take into account the parents’ concerns. * Everyone understands the agreed outcomes sought for the child. * Everyone is clear on what the next steps are.   Notes of these early discussions will be added to the pupil’s Student Support Plan.   We will formally notify parents when it is decided that a pupil will receive SEND support. |
| **How do we encourage you to raise your concerns?** | Your first point of contact should always be the class teacher, who will monitor and possibly put strategies in place.  After this meeting the class teacher will speak to the SENDCo, and another meeting can be arranged if required.  The school SENDCo is Mrs Jade Hoggins, who can be contacted through the school office [weeting@trinitypartnership.norfolk.sch.uk](mailto:weeting@trinitypartnership.norfolk.sch.uk) |
| **Who will oversee the education plan for my child and explain it to me and my child?** | * All children on the SEND register have a SEND Support Plan that is written by the class , and this is monitored by the SENDCo. This plan outlines their needs and strategies that are used to meet those needs. This is known as an assess, plan, do, review (APDR) cycle. These will be shared with you, and you will be asked for your views. We hope that you will talk to us about any concerns or successes at any time through the school year. * Children with an Education, Health and Care plan (EHCP) will have a provision plan to ensure that all the outcomes on the EHCP are being worked towards becoming achieved. The class teacher ensures the plan is being carried out, and the SENCo will oversee and monitor that this is effective, and is having the desired outcome. |
| **Assessing and reviewing pupils' progress towards outcomes** | We will follow the graduated approach, and the four-part cycle of **assess, plan, do, review** (APDR).  The class teacher will work with the SENDCo to carry out a clear analysis of the pupil’s needs. This will draw on:   * The teacher’s assessment and experience of the pupil. * Their previous progress, attainment and behaviour. * Other teachers’ assessments, where relevant. * The individual’s development in comparison to their peers and national data. * The views and experience of parents. * The pupil’s own views. * Advice from external support services, if relevant.   The assessment will be reviewed regularly.  All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress. |
| **Who will be working with my child?** | * The class teacher is responsible for ensuring your child’s needs are met. * Teaching Assistants (directed by the class teacher). * The SENDCo will be monitoring that your child’s needs are being met in class, and supporting the teacher and the child to achieve their goals. This will be carried out through meetings with you, the parent, the child and the teacher. * If your child has a speech or language difficulty, Miss Kent will work with your child alongside the class teacher. * Outside agencies, who may be offering support to your child may visit to give advice, feedback to the child and the teacher to ensure your child’s needs are being met. All outside agencies are accessed through a referral process which requires your consent. |
| **How will my child be taught?** | It is no longer considered best practice to change the curriculum or decrease expectations when teaching children with SEND.  High quality teaching is our first step in responding to the needs of child with SEND. This will include adaptations and scaffolding for individual pupils to enable them to participate fully in all aspects of learning and make the best possible progress.  Teachers will plan lessons according to the needs and requirements in their classroom. This may include additional scaffolding, pre-teaching vocabulary and key concepts, and directed questioning to ensure the child is able to practise and retain the information taught.  Teachers will ensure that all children can access the learning by implementing small group work with an adult if necessary, dual coding information with text and pictures, and using word banks with images.   Some children may require additional tools and/or resources, such as laptops, coloured overlays, larger fonts, writing slopes, writing frames, pencil and pen grips or talking tins.   We also implement brain breaks, fidget toys and sensory diet for children requiring extra support with regulating.   We also provide the following interventions:   * South Warwickshire Motor Skills- gross and fine motor skills. * Thrive- social, emotional, mental health support. * Lego Therapy – social, emotional support. * Sensory circuits – gross motor skills; social, emotional, mental health support. * Wellcomm- speech and language support. * Priority Reading- for extra reading practise and support. * Sounds Write Phonics Catch Up- for children who have gaps in their early phonics knowledge. * Sounds Write Phonics Keep Up- for children who require extra practise to retain phonics knowledge. * Other personalised interventions based around the child’s individual needs. |
| **What other support might my child receive?** | We also work with external agencies to provide support for pupils with SEND, such as:   * Speech and language therapists * Educational Psychologists * Norfolk Inclusion team * CAMHs * Neurodevelopmental Service * Early Help * School and Communities Team * Dyslexia Outreach Team |
| **Which staff will be working with my child?** | The SENDCO role is carried out by an experienced teacher within the school. She is allocated protected time each week to manage and oversee SEND provision.  Our support staff include a Thrive Practitioner. |
| **How do you evaluate the effectiveness of SEND provision?** | We evaluate the effectiveness of provision for pupils with SEND by:   * Regularly assessing all pupils’ individual progress. * Reviewing the impact of interventions each term. * Pupil voice. * Using parent questionnaires. * Monitoring by the SENDCo, Headteacher, and DEMAT. * Using class and whole school provision maps to measure progress. * Holding annual reviews for pupils with EHC plans. * Children’s views are sought when producing and reviewing Education Health and Care Plans. |
| **How do you ensure all children with SEND feel included?** | All of our extra-curricular activities and school visits are available to all our pupils, including Birch Breakfast Club and Apple After School Club.  All pupils are encouraged to participate in trips, and support will be put in place to enable every pupil to get the most out of these.  All pupils are encouraged to take part in sports day, swimming lessons, and school plays.  No pupil is ever excluded from taking part in these activities because of their SEND or disability. |
| **Support for improving emotional and social development** | We provide support for pupils to improve their emotional and social development in the following ways:   * All pupils in all classes have a daily emotional check-in using the feelings jars in their classroom. * The PSHE curriculum includes opportunities for circle time and explicit teaching on friendships, emotional wellbeing, and mental health. * We run Thrive sessions that promote emotional wellbeing and self-regulation. Children may also work on their confidence and self-esteem either one-to-one or as part of a group.   We have zero-tolerance approach to bullying. We use the phrase “STOP 1” (Several Times On Purpose) and “STOP 2” (Start Telling Other People) to support children’s understanding and recognition of bullying.  We follow STAR (Sit up, Track, Appreciate, Rephrase), a consistent 6 step approach to behaviour throughout or school. Consequences are clearly linked to each of these steps. Copies of the 6 stages and related consequences are on display in each classroom. All adults working in our school use the steps and share these with the children on a regular basis to support reflections and discussions. |
| **How do you manage transitions for children with SEND?** | When children are preparing to join or leave the school, we will share information or request it from the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.  At the end of Year 6, pupils will have transition visits to their secondary school. Pupils with a SEND need are offered additional visits to our feeder schools and class teachers meet with parents to discuss any additional transition arrangements needed.  All pupils have transition days in their new classes at the end of the summer term to prepare them for changing classes or phases within the school. If required, teachers will arrange extra visits to classes to get to know pupils with SEND who may need additional time to establish relationships.  For children moving to the school from nursery, staff will visit settings to meet the children in a familiar environment and will conduct home visits to introduce themselves to families.  Teachers will communicate with each other to ensure that provision for children with SEND needs is consistent between classes. |
| **Complaints about SEND provision** | Complaints about SEND provision in our school should be made to the class teacher in the first instance, who will bring it to the attention of the SENDCo and/or the Headteacher if appropriate. Many issues can be sorted out quickly with either the class teacher and/or SENDCo.  If the complaint is unresolved then you should refer to the DEMAT complaints policy <https://www.demat.org.uk/policies>  To fully understand the pathways for making a complaint, please refer to pages 246 and 247 of the SEND code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.  If you feel that our school discriminated against your child because of their SEND needs, you have the right to make a discrimination claim to the first-tier SEND tribunal.  To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>  You can make a claim about alleged discrimination regarding:   * Admission * Exclusion * Provision of education and associated services * Making reasonable adjustments, including the provision of auxiliary aids and services   Before going to a SEND tribunal, you can go through processes called mediation, where you try to resolve your disagreement before it reaches the tribunal. Norfolk SENDIASS <https://www.norfolksendiass.org.uk/> |
| **What SEND support services are available for my child and my family?** | Our Local Authority’s local offer is published here: <https://www.norfolk.gov.uk/40393>   * The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area. * The local offer includes information about health and social care services, education, leisure activities and support groups in the area for children and young people aged 0-25 with SEND and their families.   Norfolk SENDIASS <https://www.norfolksendiass.org.uk/>   * Provides information, advice and support for young people and their families regarding SEND.   Justonenorfolk <https://www.justonenorfolk.nhs.uk/>   * NHS service providing information regarding children’s health and development, as well as signposting to services.   Autism Anglia <https://www.autism-anglia.org.uk/>   * Providing support to children with ASD and their families.   IPSEA <https://www.ipsea.org.uk/>   * A national service providing information, advice and support for young people and their families regarding SEND. |
| **Links to other policies** | This report links to our policies on:   * SEN * Accessibility plan * Behaviour * Equality information and objectives * Supporting pupils with medical conditions |