



Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Name of School

WRAYSBURY PRIMARY

Name of Headteacher:	MRS ALISON FOX
Name of SEN Co-ordinator (SENCO):	MRS LOUISE COLLINS
Name of SEN Governor:	
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School website:	http://www.wraysburyprimary.co.uk/
Type of school:	Maintained Mainstream Primary – EYFS, Key Stage 1, Key Stage 2

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

Our school is committed to inclusion, with policies and practices to include all learners. We believe that all children deserve a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life. We currently have children with the following needs and disabilities in the school:

- Autism Spectrum Disorder
- Asperger's Disorder
- Visual Difficulties
- Moderate Speech and Language difficulties
- Moderate Learning difficulties such as dyslexia and dyspraxia type difficulties
- Physical disabilities
- Social and Emotional Issues
- Safeguarding Issues
- Medical Issues such as Cerebral Palsy, Heart conditions, Severe Asthma and Allergies

This list is not exhaustive and all needs and disabilities are catered for and all children are included wherever this is possible.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

All of the children in our school are viewed as individuals and staff know each child in their class - their likes, dislikes, strengths and areas of need.

Children's needs are identified through regular monitoring including quality first teaching, observations, assessments and marking. Formal and informal discussions about children's needs take place between staff, Senior Leaders outside professionals and the Inclusion Leader and action is planned. Parents are able to meet with class teachers to share concerns about their child's learning at regular parents' evenings and by making an appointment to meet the teacher at the end of the school day or by telephone.

We believe that early intervention and support is vital. We work tirelessly with children, families and professionals to try to meet every child's needs, supporting them to access all areas of the curriculum and make good progress, whatever their starting point.

When children enter our Foundation Stage, our staff make transition visits and liaise with Early Years Settings and when children start our school as an in-year admission, we contact the school the child previously attended as well as obtaining all of their records.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

We encourage all parents to speak to their child's class teacher initially to raise any concerns. Further discussions can take place with the Phase Leader and Inclusion Leader.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

When planning, teachers have high expectations for all children and provide opportunities for them to fulfil their potential.

Teachers are aware that children learn in different ways and bring a range of teaching methods and resources into the classroom to support the learning activities. A range of strategies are used dependent on the needs of the individual.

Children are given frequent opportunities to talk about their learning with adults and other children so they receive prompt and helpful feedback to help them progress further.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

Our aim is to include all learners and we will make adaptations to achieve this wherever possible. We ensure all learners are included in a variety of ways and most are listed below:

- Auditory and Visual enhancements including ear defenders, coloured overlays and exercise books, displays and separated workstations where classroom sizes allow
- Some specialist equipment including weighted lap cushions and sloped writing desks
- Physiotherapy programmes delivered after training, including updates, from the NHS Occupational therapist. When a child has an Education and Health Care Plan, physiotherapy will be actioned as specified in their plan.
- Speech and language programmes delivered after training, including updates, from the NHS Speech and Language therapist. When a child has an Education and Health Care Plan, programmes are delivered as specified in their plan.
- Wheelchair access in most areas of the school
- Disabled toilets
- Interventions including:
 - Phonics Intervention
 - Read Write Inc Literacy Intervention
 - Wellington Square Literacy for older children

Interventions designed by teachers to meet the specific needs of children

Additional Adult support available

- Three ELSAs (Emotional Literacy Support Assistants)
- Four ELKLAN trained assistants – speech, language & communication
- Designated support staff where required for pupils with Statements or Education Health Care Plans
- Trained staff for Read Write Inc – KS2 English Recovery Programme
- With an Education and Health Care Plan, specialist teaching support can be given on a one to one or small group basis.
- Child and Family Support Worker

Support from outside agencies:

- ASD (Shine) Team
- Behaviour Support Service
- Early Help Hub
- Educational Psychology Service
- Learning Support for Students with Special Needs in mainstream schools
- Multi-Agency Safeguarding Hub (MASH)
- NHS Occupational Therapist
- NHS Speech and Language Therapist

c. How is the decision made about what type and how much support my child/young person will receive?

Children's progress and attainment is regularly reviewed through formative and summative assessment. Any area which needs addressing is discussed and provision is arranged.

The amount of support given will depend on the child's need and the type of intervention being provided. If the support is required for an extended period of time, consideration is given to the application for an Education and Health Care Plan to meet a child's needs.

Children with medical or physical needs will have a programme of support designed by NHS professionals and this is delivered by staff members *after they have received training*.

All children have access to the wide variety of our support in school. However, we can access more support if a child has an Education Health Care Plan.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

Regular individual parents' meetings are held throughout the year to discuss provision and next steps. If a child requires an Individual Education Plan (IEP) or Wellbeing Support Plan (WSP) these are written and shared with parents. The ideas and thoughts of children and parents are included in the plans which detail goals and provision.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

Lessons are designed to allow children to share their views about their learning and this is supported at the end of written work through marking and feedback.

We have a School Council with representatives from each class. The representatives collect the views of their classmates and share this at regular meetings. Children are consulted on some changes which need to take place and their views are valued. We have Y5 Wellbeing Champions who help us monitor pupil wellbeing in school.

Children can be involved in their SEN reviews, if appropriate.

Every child has the opportunity to discuss their views with a teacher, teaching assistant or SENDCo.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

Teacher assessment occurs daily through interaction and marking with areas for development identified and targeted through planning and teacher and formal assessment occurs regularly.

All teachers attend pupil progress meetings each term where informal and formal assessment data is formally reviewed termly with the Senior Leadership Team.

Individual Education Plans and Wellbeing Support are reviewed termly. Interventions are monitored, assessed and reviewed with adjustments made if necessary.

Parents of children who have an Education Health Care Plan also have formal annual reviews with the teacher and Inclusion Leader.

b. How do you involve my child/young person and parents in those reviews?

A review date is arranged in consultation with the parents. Parents are asked for their views about who should attend the meeting, they are invited to bring other people with them and suggest points for the agenda. The child is invited to attend the meeting and share their views but do not have to stay to the whole event. Views and reports from all who are involved in the child's education are sought, including the child and their parents. Children and parents are invited to attend the meeting. The Borough and Virtual Schools are also invited to send a representative. A written report of the meeting is forwarded to all involved.

c. How do you know if the provision for children and young people with SEND at your school is working?

All provision is monitored, tracked and discussed at regular progress meetings. Children are assessed prior to and at the end of each intervention programme. The success of the intervention is assessed and informs the next steps for the child. If there is no progress made within a short space of time, then, in line with our 'assess, plan, do and review' cycle, we carry out further assessments, try additional interventions and, if necessary, involve outside agency support.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

All children are encouraged to share their views and worries. Each classroom has a 'Worry Box' or 'Worry Monster' for children to write down their concerns; these are checked regularly throughout the day and any concerns are addressed immediately. Personal Social and Health Education (PSHE) lessons explore emotional wellbeing and all children are given the opportunity to share their ideas or concerns. Staff are particularly attentive to children's views at this time and ensure that all children are engaged, seeking out those who do not participate in group work to ensure they have their say in private with an adult.

We have three Emotional Literacy Support Assistants (ELSAs) and an Anxiety Support Assistant who work with children in groups or as one to one depending on the type of support required. Children are recommended for a series of sessions through discussion with parents, staff and the child.

Further emotional support can be sought through the Royal Borough of Windsor and Maidenhead's Early Help Hub and the Wellbeing and Behaviour Support teams.

Behaviour and Anti-Bullying Policies in place and used by all staff, including lunchtime supervisors. Incidents are logged and patterns are identified leading to action being taken.

Children who have an Education Health Care Plan generally have a teaching assistant to work with them who has an awareness of emotional wellbeing and regular discussion takes place between the assistant, the teacher, Phase leader and Inclusion leader.

Teachers will run buddy schemes and support programmes for any child as difficulties are identified, and before they become a serious issue.

Six Year 5 children have participated in the borough's Wellbeing Champions and they promote good mental health awareness in school.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

Parents are encouraged to bring their child to look around the school when the decision is being made to move them to our school. Before attending the school, children are shown around, usually by the Head Teacher, and common areas and general points about the school are explained.

For SEND children, a welcome sheet/transition booklet with photographs of the classroom and common areas are sent to the child and their parent. An informal meeting with the Inclusion leader, Child and Family Support Worker and where possible, the class teacher takes place. We ask the child to share their likes and dislikes and any worries they may have in order to reassure them and provide any information they require; parents are encouraged to support them.

When starting our school, the class teacher puts into place a buddy support system and uses the information about the child to support their academic and emotional needs.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

During transition, whether it is to a new year group or new school, the child's needs are at the centre of the process with all parties sharing the responsibility of ensuring the process is easy for the child.

The Year 6 staff deliver a transitional programme for the move to secondary school and the opportunity for extra visits to the new school are given to SEND children. Most secondary schools have programmes in place for SEND children and contact the Inclusion Leader to identify and support these children. All documentation for the SEND child is forwarded to the secondary school.

For any SEND child moving to another school mid-term of year, the Inclusion Leader contacts the new school to discuss their needs. The documentation kept on file is forwarded to the new school.

For year group transitions, all SEND children are discussed with their current class teacher and consideration is given to their needs. Transition booklets are prepared for SEND children with photographs and information about new year group teacher and teaching assistant. The booklets are differentiated to suit the needs of the child. Visits to the classroom and new areas are completed before the time when all children meet their new class teacher. The booklets are taken home for the child to support them and help in familiarisation and to assist with decreasing anxiety.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

Is your school wheelchair accessible?

Most of the school is accessible by wheelchair. The computer suite and Year 4 classrooms are not accessible but alternative arrangements are made for computing lessons.

Have adaptations been made to the auditory and visual environment?

No

What changing & toilet facilities does the school have for children and young people with SEND?

2 disabled toilets are available.

Do you have disabled car parking for parents?

1 parking space available in the staff car park.

b. What if my child needs specialist equipment or facilities?

When a need is identified, advice and support is sought from the relevant professionals. The ASD SHINE team have, in the past, provided weighted jackets, weighted lap belts and a sensory chair and the Occupational Therapy team are consulted for support with resources where needed.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

Risk assessments are completed for all extra-curricular activities, trips and residentials, with further assessment for children with SEND depending on the activity and their need. Our Accessibility Policy includes details on provision for SEND pupils, wherever possible SEND pupils would be provided for within the above activities.

7. Training for staff, specialist services and further support**a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?**

We currently have:

- 3 trained ELSAs (Emotional Literacy Support Assistants)
- 1 trained ASA (Anxiety Support Assistant)
- 4 members of staff trained ELKLAN (Speech and Language)
- Specialist training from the Speech and Language Therapist which is bespoke to particular children.
- 2 members of staff specifically trained in Autistic Spectrum Disorder (however the whole staff have received training)
- The teachers and support staff regularly receive and host Continued Professional Development (CPD) which is bespoke to the needs of the school and the children

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

- Autistic Spectrum Disorder (Shine) Team – this agency work for the school and will share the advice with parents.
- Children and Young People's Disability Service
- Children and Adults Mental Health Service (CAMHS) are involved for children with some emotional needs and to diagnose Attention Deficit Hyperactivity Disorder or Autistic Spectrum Disorder – self referral and staff referral is available.
- Domestic Abuse, Stalking and Harassment Agency – self and school referral for support
- Early Help Hub
- Educational Psychology Service – this service is sought by the school and parents do not have direct access to support. Meetings to discuss assessments and targets can be arranged by the Inclusion Leader.
- Learning Support for Students with Special Needs in Mainstream schools
- Multi-Agency Safeguarding Hub (MASH)
- NHS Occupational Therapist – this agency can be contacted directly by parents.
- NHS Speech and Language Therapist – this agency are contacted by the school and will share their strategies with parents at meetings in school with the child. This agency can be contacted by parents through their GP.

- With an Education and Health Care Plan issued, other agencies may be involved to support the child. In the past this has included alternative therapies and providers.
- Wellbeing and Behaviour Support Service

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:

www.rbwm.gov.uk/localoffer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

<http://www.wraysburyprimary.co.uk/>

- Accessibility Plan (2018)
- Anti-bullying Policy (January 2020)
- Behaviour Policy (January 2020)
- Equality & Diversity Policy (December 2015)
- Feedback and Marking Policy (December 2019)
- Offsite Activities Policy (2019)
- SEND Policy (2019)
- Safeguarding Policy (March 2017).
- Supporting Pupils with Medical Conditions (2018)
- Equality Statement

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

Sometimes bespoke resources are provided for SEN pupils, it depends on the need of the pupil.

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

There is a difference between a concern and a complaint and it is hoped that concerns can be resolved informally without developing into a formal complaint. Informal concerns should be discussed with the Class Teacher or Phase Leader.

The formal procedures will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further. A copy of the school Complaints Policy can be found on the school website or is available hard copy from the school office.

<http://www.wraysburyprimary.co.uk>

11. Glossary

Terms used in this document	Description/explanation of term
Phase Leader	A teacher <i>who has a position on the Senior Management Team</i> and has overall responsibility for group of children. There are four phases in the school – Foundation Stage (4-5 years old), Key Stage 1, Years 1 and 2 (5 to 7 years old) Lower Key Stage 2, Years 3 and 4 (7 to 9 years old) Upper Key Stage 3, Years 5 and 6 (9 to 11 years old)

Date of last update of this document: February 2020

Date of next review: February 2021