

**WHAT kind of Special Educational Needs is there provision for at Wickhambrook Primary Academy?**

- We are an inclusive mainstream setting.
- We believe in “Every Child, Every Opportunity, Every Day”.
- We support children with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.
- The 4 broad categories of need that we support and examples of how they present themselves are:
  - Communication and Interaction  
Autistic Spectrum Conditions  
Speech and language difficulties
  - Cognition and Learning  
Dyslexia, Dyscalculia,  
Developmental Co-ordination Disorder  
Moderate learning difficulties
  - Social, Emotional & Mental Health  
ADHD and Attachment Disorder  
Mental Health—anxiety & depression  
Self Harm
  - Sensory and/or Physical  
Vision/Hearing impairment

**Wickhambrook Primary Academy  
SEND Information Report**

**September 2020**

Please also refer to the Wickhambrook Primary Academy, Governing Body's & Unity Trust Partnership's [SEND Policy](#)

**HOW do we identify and assess children with SEN?**

- Children with SEND are identified as early as possible at Wickhambrook Primary. We assess all children's progress against national age related expectations. Information is for identification and ongoing assessment on SEND is gathered from:
  - Working in partnership with Parents/Carers & child
  - Baseline assessments (including for mid-year new starters)
  - Assessments and observations from Class Teachers and Learning Support Assistants
  - Standardised tests
  - Consultation with relevant external agencies may be required
  - Assessment tools and resources e.g. any speech and language difficulties are identified and supported in the first time of EYFS using the Wellcomm Communication toolkit.

**WHO are the best people to talk to about my progress or difficulties with learning/SEND?**

- Your child's class teacher
- SENCO - Mrs Taylor

**HOW is the effectiveness of our SEND provision measured?**

- The Senior Leadership Team monitor learning, pupil progress and the effectiveness of provision.
- Core Group Meetings use internal data to assist with analysis of pupil progress.
- A SEND Review of effectiveness of whole school is undertaken by Unity Trust Partnership.
- Intervention effectiveness is monitored to ensure high quality outcomes that are then transferred into the classroom
- Views of children and their parents on the effectiveness of their individual support is discussed in our termly Pupil Passport meetings. Meetings inform future targets.
- SEND pupils make good progress based on their specific individual needs (evidence: Pupil Passports, Core Group meetings & assessment data). All children are assessed regularly and strategies put in place to assist progress

**HOW does Wickhambrook Primary assess and review the progress of pupils with special educational needs ?**

A graduated approach of the **assess, plan, do, review** process begins with ensuring children are assessed regularly. If a need is identified a 'Pupil Passport' will be created with input from the child, the parent/carer and the teacher. Together a plan of support with short term and long term targets is created. The targets are reviewed and updated termly. The final 'Pupil Passport' meeting of the academic year includes: the child, their parents/cares, their current class teacher and new class teacher to support transition. A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan. EHCPs are set up by the Local Authority but are reviewed by the school, parents/carers and external professionals, at least annually. An application for an EHCP can be made by the school or by a parent.

### **WHAT is Wickhambrook Primary's approach to teaching children with SEND?**

Every child's needs are considered on an individual basis. It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Support for all children begins with Quality First Teaching. All class teachers take responsibility for meeting the needs of all learners in their class.

### **What about Mental Health?**

Emotional, mental and social development of all pupils is at the heart of our curriculum. All staff support and monitor the wellbeing of all children. Activities such as mindfulness meditation, breathing exercises and yoga are accessed in the school. We also have ELSA Support undertaken by Mrs Jolland.

### **HOW does Wickhambrook Primary enable children with SEND to engage in the activities of the school?**

We seek to ensure that suitable adjustments are made so that all children, regardless of their need. They can access all activities within the school, attain leadership roles (e.g. Head of House, School Council) and attend enrichment opportunities such as after school clubs and school trips, etc. For pupils with very high levels of need, we work with families to find suitable alternatives if necessary (for example, a day trip in place of an overnight residential). We have our own on-site breakfast club and after school care.

## **Wickhambrook Primary Academy**

### **OUR PROVISION**

**SEND Information Report 2020**

### **HOW does Wickhambrook Primary adapt the curriculum and learning environment for pupils with SEND?**

Teachers make every effort to provide for the needs of their SEND learners.

Class-based approaches to support pupils with SEND might include:

- Appropriate planning and learning activities
- Alternative forms of recording work
- Visual prompts and task sheets
- Responsive intervention
- Small group work
- A range of access strategies such as working chunks, brain breaks, and extra processing time
- Access to working walls
- Clutter-free learning environment
- Emphasis on language development & oracy skills

The Accessibility Policy can be found [here](#).

### **What additional support is available to children with SEND?**

Some children require further support and a personalised education. Arrangements are considered on an individual basis and include:

- Individual timetables and schedules
- Adult support where appropriate
- Specialist equipment e.g. sloping boards, pencil grips, calming toys, seating cushions, coloured overlays
- A wide range of visual and multi-sensory resources
- Sensory Circuits

### **HOW do we contact Parents/Carers of children with SEND and keep them involved with the education of their child?**

- We are in constant communication with all parents and have an open door policy within school.
- Teachers can be approached at the end of the school day at pick-up or formal appointments can be made via the office/by messaging on Class Dojo meet with teachers or Mrs Taylor at any point during the school year.
- In addition to the usual Parent Consultations, Parents/Carers of children with SEND are invited to meet termly to review their child's Pupil Passport and discuss progress and next steps.
- Annual reviews are held once a year for children with an EHC plan.
- Termly SEND drop-in sessions and/or coffee mornings.
- Mrs Taylor will keep parents informed of any support meetings, information, parents groups to enable parents to support their child at home.
- Our SEND Parent Partnership, is made up of parents of SEND children, governors and teachers discuss the best way to share information about our school SEND policy and practice with parents and carers

### **How is the equipment and facilities to support children and young people with special educational needs secured?**

Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcomes identified in discussion with teachers and parents or needs identified on EHC plans). The SEND budget is the responsibility of the Headteacher, SENDCO and Trust Finance Team. Regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently. Additional funding may be applied for, following local authority guidelines and procedures, if the level of need meets Suffolk County Council's thresholds.

## **Wickhambrook Primary Academy**

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### **HOW do we consult the children with SEND about their education?**

- The child is central to all of the assess, plan, do & review cycle.
- Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupils' opinions are sought at a level which is accessible to the individual.
- Pupil voice is heard from School council and also from Book Studies during subject monitoring.
- Individual pupil profiles are completed annually by SEND children, with support as necessary.

### **WHERE can I find more support and information?**

- Suffolk County Council provide a range of support services which can be viewed as part of their [local offer](#).
- You could also refer to [SENDIAS](#), a confidential and impartial support and service for parents, carers, children and young people (up to 25 years) on issues related to Special Educational Needs and Disability.
- The [Emotional Wellbeing Hub](#) offer expert information, advice and support for anybody concerned about the mental health of a child or young person.

The school, on behalf of the governing body, works with a wide range of services. We have close links with health professionals to support children with SEND and their Families, for example:

- School Nursing Service
- Community Paediatricians
- Occupational Therapy
- Child and Adolescent Mental Health
- Physiotherapy and Occupational Therapy,
- Young Carers
- We work with Social Care teams and Family Support Services. We can refer to Early Help (via a CAF) and continued to be involved with the process through Family Network Meetings and Multi-Agency Assessment Programme meetings to ensure good communication with these groups in order to meet the needs of pupils and their families.

Some of our pupils access Speech and Language and occupation Therapy within school.

### **HOW are staff trained and how is specialist expertise secured?**

- All school staff have a good awareness of SEND from their initial induction through to regular staff meetings and training.
- Specialists provide training or guidance for school staff, relating to specific children or needs.
- Where necessary the school seek out relevant training to address the specific needs of pupils
- The SENDCO holds the National Award for SEN Coordination and has weekly non-contact time set aside to fulfil SEN responsibilities.
- Expertise is shared with other school partners in the Unity Trust Partnership. All SENDCO's meet termly and have training.

### **Will my child sit external exams including the SATs?**

This depends on your child's individual needs.

- If we feel that your child is able to access the Reception Baseline, Year 1 Phonics Screening check, the Year 2 SATs, or the Year 6 SATs, they will be supported appropriately to access these tests with their peers.
- We adhere to the guidance provided by the testing authorities and apply for access arrangements through the DfE. Access arrangements can be applied for depending on the individual child's needs, these included additional time, breaks to aid their focus and concentration, a scribe, or enlarged texts.
- If your child has very complex needs and is not able to access these assessments, they will not be expected to complete them. Their achievements and progress will be measured using school data.

### **What is Wickhambrook Primary School's transition arrangements?**

Transition into the school is carefully considered with the child's best interests as a focus.

- The new-starter families of children with SEND will be invited to meet with Miss Town and Mrs Taylor to share information about the child's needs and the provision which may be necessary.
- If moving from another setting, Wickhambrook Primary will work closely with their current setting to provide the child with personalised transition for their needs.
- We have strong links with nurseries and pre-schools and these are visited before children begin school, in addition we offer home-school visits for all children.
- Transition to high school is carefully managed, beginning with preparation in year 6 for the child and communication/handover with the SEND departments of all the high schools.
- A change of classroom and class teacher can be difficult for all children with SEND. We manage this carefully within school with extended transition for all year groups. Additional activities are ensured for children with SEND to help them get to know their class teacher before the summer holidays.

### **WHAT are the arrangements for complaints?**

In the first instance any concern about the implementation of the SEN Policy should be raised with the class teacher or SENCO.

We encourage parents to address any worries or concerns as quickly as possible, initially with the class teacher and then, if they are unable to help, with a senior member of staff such as Mrs Taylor (Assistant Head KS1 & SENCO) and Mrs Tyzack (KS2 Assistant Head). If however after this there is a complaint please follow the procedure outline in the school's [complaints policy](#) and contact the Headteacher, Miss Towns.

