



Wilberforce Primary

The best in everyone™

Part of United Learning

SEN Information Report 2017-2018

Parents/Carers Questions and Answers

Provision Flow Chart

Provision Map

Roles and Responsibilities

Parents/Carer's Questions and Answers

1. Who are the best people to talk to at Wilberforce Primary about my child's special educational needs, disability or difficulties with learning?

- It is always best to talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with Mrs Waine, the school SENCo. You may wish to arrange a meeting with her.
- If you continue to have concerns, you may wish to arrange to discuss these with a member of the Senior Leadership Team or Claire Macfie, the Headteacher.

2. How will the school let me know if they have any concerns about my child's learning, special educational need or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and/or arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- Mrs Waine, the SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disability?

- At Wilberforce Primary we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.
- If your child has an identified special educational need you will be invited to a termly meeting with the class teacher to discuss strengths, areas for development, current progress, support strategies being used and expected outcomes. Mrs Waine, the SENCo may be involved in some of these meetings.
- If your child has an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review.

4. How does Wilberforce Primary ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

At Wilberforce Primary we believe that your child's learning needs will first be met through the high-quality teaching delivered by her/his class teacher. This will include quality assessment of your child's needs and planning to meet these needs.

- The school staff (training and support staff) participate in a wide range of professional development to ensure there is the appropriate expertise to support children with SEND
- The school uses expertise from professionals within the school as well as professionals from outside organisations and accesses a wide range of external training opportunities including the Tri-borough Training and Outreach team based at QE2 School.

5. How will the curriculum and the school environment be matched to my child's needs?

- At Wilberforce Primary we believe that your child's learning needs will first be met through the high-quality teaching delivered by her/his class teacher.
- We carefully plan our curriculum to match the age, ability and needs of all children.
- The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Wilberforce Primary regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

Wilberforce primary provides an extensive range of specialist resources which can be used to adapt and enrich the curriculum for children with SEND.

6. What types of support may be suitable and available for my child?

Wilberforce Primary has a wealth of resources and support to offer. These are used to respond to the specific nature of your child's needs and difficulties with learning.

Our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

At Wilberforce Primary we have a 3 tiered approach to supporting a child's learning.

Universal - this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of;

- a) **assessing** your child's needs,
- b) **planning** the most effective and appropriate intervention,
- c) **providing** this intervention,
- d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

Specialist - it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. For a very small number of pupils access to these specialists may be through an EHC Plan.

7. How will you support my child to reach his/her learning goals?

•The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed regularly in response to your child's needs.

•External agencies and specialists may also review your child's progress and adapt their planning accordingly.

At Wilberforce Primary we believe that parents and children are at the centre of any provision that is made to support your child with their learning outcomes. We want to work with you to ensure that your child makes the best progress.

8. What is an EHC Plan and who can request one for my child?

The purpose of an EHC Plan, which replaces Statements of SEN, is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

You and/or the school, usually the SENCo or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

9. How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- Mrs Waine the SENCo, may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child, i.e.: Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc.

We actively encourage parents and carers to approach us if they feel more support is needed. This is a partnership.

10. How is support allocated to children and how do they move between the different levels of support in school?

- Wilberforce Primary receives funding from the Education Funding Agency and/or the local authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Head teacher, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Head teacher, the Senior Leadership Team and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support

12. What support will there be for my child's happiness and well-being at Wilberforce Primary?

- At Wilberforce Primary we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
You can be confident that in particular your child's class teacher, support staff and Mrs Waine, the SENCo, are available to provide support to match your child's needs.
- You should also feel free to contact your child's class teacher if you have any concerns

13. How is my child included in all the same activities as his/her peers at school?

- Wilberforce Primary is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

14. How will Wilberforce Primary support my child in transition stages?

- If your child has SEND, we liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at Wilberforce Primary we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- Wilberforce Primary makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

15. If I have any other questions about my child at Wilberforce Primary, who can I ask?

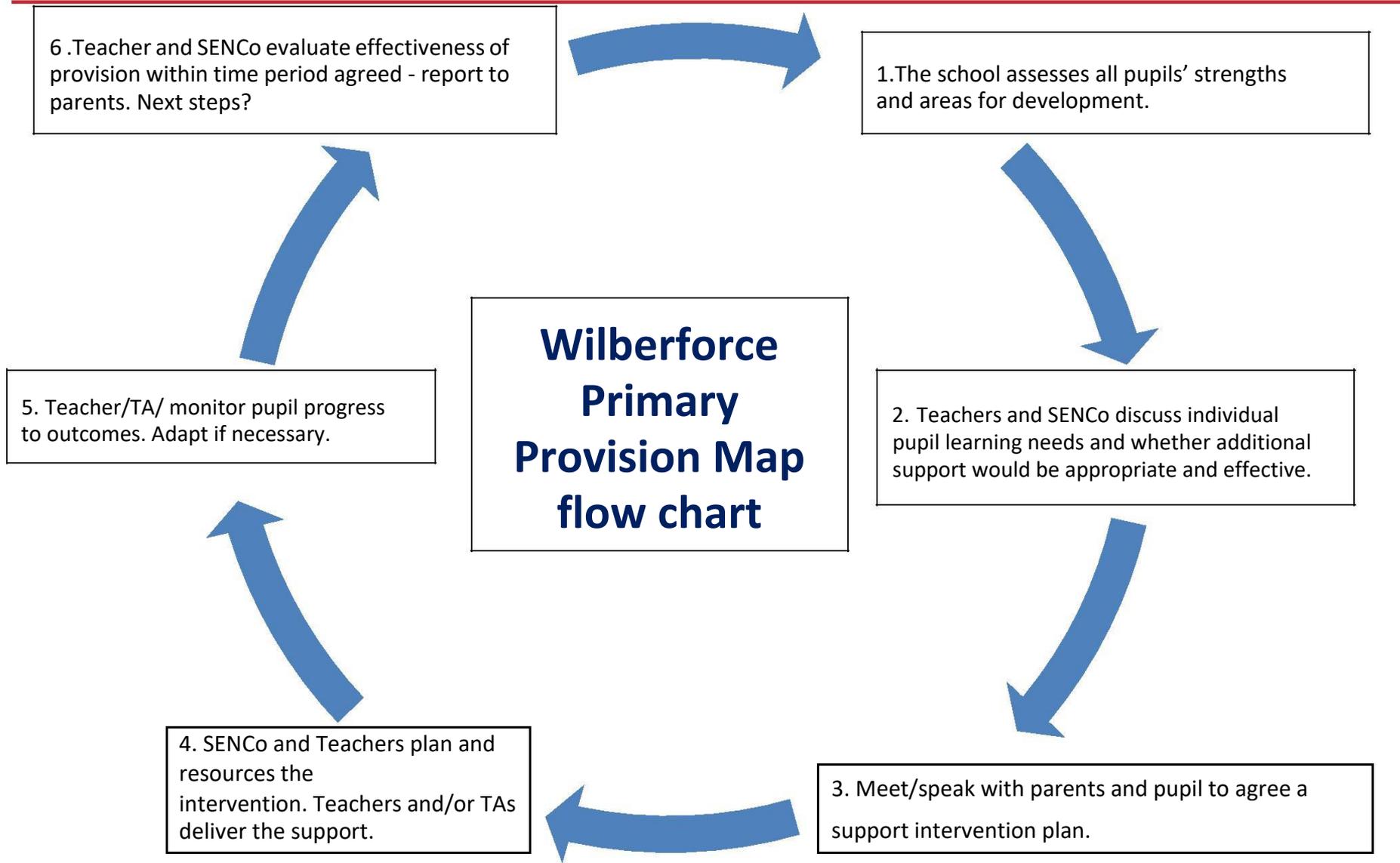
At Wilberforce Primary we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- Your child's class teacher
- Mrs Waine, SENCo

A member of the Senior Leadership Team

- Mrs Macfie, Headteacher

Parents' Guide to Wilberforce Primary Provision Map



Provision Map 2017-2018

These are just some of the interventions that we provide

Intervention/ provision		Frequency & duration	Anticipated progress	Staff
Sensory Space/Chill Out Room	EYFS KS1 KS2	Daily up to 30 mins as needed Reviewed termly (10 weeks)	A stimulating environment aimed at increasing concentration and attention	Support Staff
Word Aware	EYFS KS2	Daily 30 min Reviewed termly (10 weeks)	Learning new curriculum related vocabulary and develop strategies for independent word learning.	Speech and Language Therapist
1:1 Reading	KS1 KS2	Twice weekly 30 min Reviewed termly (10 weeks)	Increase in expected progress in reading accuracy	Support staff
Clever Fingers		Weekly 30 min Reviewed termly (10 weeks)	Improvement of fine motor skills,	Support staff
MAP Mindfulness Project	KS2	Weekly 45 minutes Reviewed termly	Progress for each individual in area of need eg. self confidence, emotional awareness	TA Educational Psychologist

We also provide

Reading:

1:1 reading

Dyslexia Reading

Read, Write Inc

Maths:

Numicon

Maths Catch Up

Speech, Language and Communication:

Weekly Speech and Language Therapist

Talk Boost

Language for Thinking

Box Clever

Pre-teaching of key vocabulary

Social Skills Groups

Lego Therapy

Selective mutism groups

Memory Magic

Physical/Sensory

Write from the Start

Clever Fingers

Sensory Circuits

Class Interventions

Each class teacher works with the SENCo to produce a provision map for their class – this covers all the interventions taking place in the classroom as well as aspects of Quality First Teaching. For more information, please contact your child's teacher.

Roles and Responsibilities Headteacher

- To lead and manage the school, within an agreed strategic framework, to ensure that it is effective, self-managing, self-evaluating and self-improving, and with high achieving pupils and staff.
- Ensures that all pupils, including those with SEN or additional needs, receive their full educational entitlement and have access to the whole curriculum
- Is responsible for the dissemination of budget to SENCo
- Reviews SEND budget with SENCo
- Implements Teaching Assistant support
- Ensures Annual Reviews take place
- Informs Governors of SEND issues on a regular basis
- Ensures SEND and Inclusion policy is in place
- Ensures training needs of SENCo and support staff are met
- Works with the SENCo and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

SENCo / Inclusion Leader

- Ensures that all pupils, including those with SEN or additional needs, receive their full educational entitlement and have access to the whole curriculum
- Leads continuing professional development for all staff and governors
- Develops, plans, manages and evaluates interventions and develop alternative teaching strategies and individual programmes where necessary
- Has a strategic overview of SEN and inclusion throughout the school
- Advises and support other members of staff
- Has responsibility for the School's SEND and Inclusion policy – its development, maintenance and evaluation
- Ensures that the school's policy is consistently applied throughout the school
- Prepares and manages statutory assessment paperwork
- Organises, attends and co-ordinates annual reviews and other review meetings
- Meets with parents and carers
- Liaises with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Is a key point of contact with external agencies, especially the LA and LA support services
- Ensures smooth transition between placements, liaises with professionals in advance to ensure a young person and their parents are informed about options.
- Works with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Works with pupils, parents, class teachers, Learning Support Assistants and core subject leaders to set suitable targets for children with SEND
- Manages any special arrangements for pupils during the end of key stage tests
- Assists teachers in the identification of children with SEND, advising them on appropriate strategies

Class Teacher

- Plans and delivers quality first teaching in partnership with the LSA and teaching assistants working in the class in order to ensure that all pupils, including those with SEN or additional needs, receive their full educational entitlement and have access to the whole curriculum
- Adapts teaching approaches to reflect the range of needs within the class
- Follows the school's SEN Policy
- In partnership with the SENCo/Inclusion manager and outside agencies, meet with parents and carers with SEND regularly
- Discusses progress, review targets and develop a new learning plan in partnership with the SENCo/Inclusion manager, parents and carers, and children
- Delivers interventions in partnership with the SENCo/Inclusion Manager, Educational Psychologist, Speech and Language Therapist, Occupational Therapist and/or other outside agencies
- Monitors pupil progress to intervention outcomes and make adjustments if necessary

Learning Support Assistant / Teaching Assistant

- Provides learning support for the pupil in class or in withdrawal situations, either 1:1 or small groups.
- Develops knowledge of the particular needs of the child and seek advice from Inclusion Manager, class teacher and outside agencies as required.
- Aids access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
- Makes or modify resources as suggested and advised by the Inclusion Manager, Educational Psychologist or other outside agencies.
- Is involved in the planning and preparation of the day to day class activities
- Is aware of the school's SEN Policy
- Provides regular feedback to the class teacher, Inclusion Manager and relevant outside agencies about the pupil's difficulties and progress.
- Contributes to the pupil's annual review

Educational Psychologist

- Works closely with children who have a range of special educational needs
- Liaises, advises and supports the SENCo/Inclusion manager, teaching staff, support staff and parents
- Contributes to multi-disciplinary meetings with education, social care and other health staff
- Works alongside teaching staff and support staff in the classroom to model appropriate teaching strategies
- Assesses children using observation, interviews and test materials and then provide a wide range of appropriate interventions

Speech and Language Therapist

- Works closely with children who have speech, language and communication difficulties and with those who have swallowing, drinking or eating difficulties.
- Liaises, advises and supports the SENCo/Inclusion manager, teaching staff, support staff and parents
- Creates support programmes and resources for children with speech, language and communication difficulties
- Contributes to multi-disciplinary meetings with education, social care and other health staff
- Works alongside teaching staff and support staff in the classroom to model appropriate teaching strategies
- Assesses children using observation, interviews and test materials and then provide a wide range of appropriate interventions

Occupational Therapist

- Works closely with children who have difficulties with the practical and social skills necessary for their everyday life
- Aims to enable the child to be as physically, psychologically and socially independent as possible.
- Liaises, advises and supports the SENCo/Inclusion manager, teaching staff, support staff and parents
- Contributes to multi-disciplinary meetings with education, social care and other health staff
- Works alongside teaching staff and support staff in the classroom to model appropriate teaching strategies
- Assesses children and provides appropriate accommodations or interventions designed to enhance the student's potential for learning

Advisory Teachers

Wilberforce Primary works with a range of advisory teachers with different specialist areas including:

- Autism
- Visual Impairment
- Hearing Impairment
- Liaises, advises and supports the SENCo/Inclusion manager, teaching staff, support staff and parents
- Contributes to multi-disciplinary meetings with education, social care and other health staff
- Works alongside teaching staff and support staff in the classroom to model appropriate teaching strategies