
Wilberforce Primary School

School SEN Information Report

**Parents/Carer's
Questions and Answers**



**The Westminster Local
Offer**



**Provision
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**Provision
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**Roles and
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Parents/Carer's Questions and Answers

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Parents/Carer's Questions and Answers

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

- Talk to your child's class teacher* about your concerns.
- It is likely that the class teacher will have discussed your concerns with Annabelle Windsor, the SENCo* or a member of SLT. You may wish to arrange a meeting with one of these.
- If you continue to have concerns arrange to discuss these with Seamus Gibbons, the Headteacher*.

(*See Roles and Responsibilities )

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

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and 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.
- Annabelle Windsor, the Inclusion Leader 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 disabilities?

- At Wilberforce Primary School 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 and Annabelle Windsor, the SENCo to discuss current progress, support strategies being used and expected outcomes.
- 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 School ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At Wilberforce Primary School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including the Bi-borough Training and Outreach team based at QE2 School.
- Individual training can also be arranged when necessary.

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

- At Wilberforce Primary School 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 School regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

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

This really depends upon the nature of your child's needs and difficulties with learning. But 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 School we have a 3 tiered approach to supporting a child's learning.

- [Universal \(Please click to find out more\)](#)



- [Targeted \(Please click to find out more\)](#)



- [Specialist \(Please click to find out more\)](#)



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 a 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 a Statement of SEN or an EHC Plan.

Provision map



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

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

8. What is an EHC Plan and who can request one for 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, your child (where appropriate and aged 16 and over)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.
- Annabelle Windsor, 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.

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

- Wilberforce Primary School 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 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 School?

- At Wilberforce Primary School 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 Annabelle Windsor, 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 School 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 School support my child in transition stages?

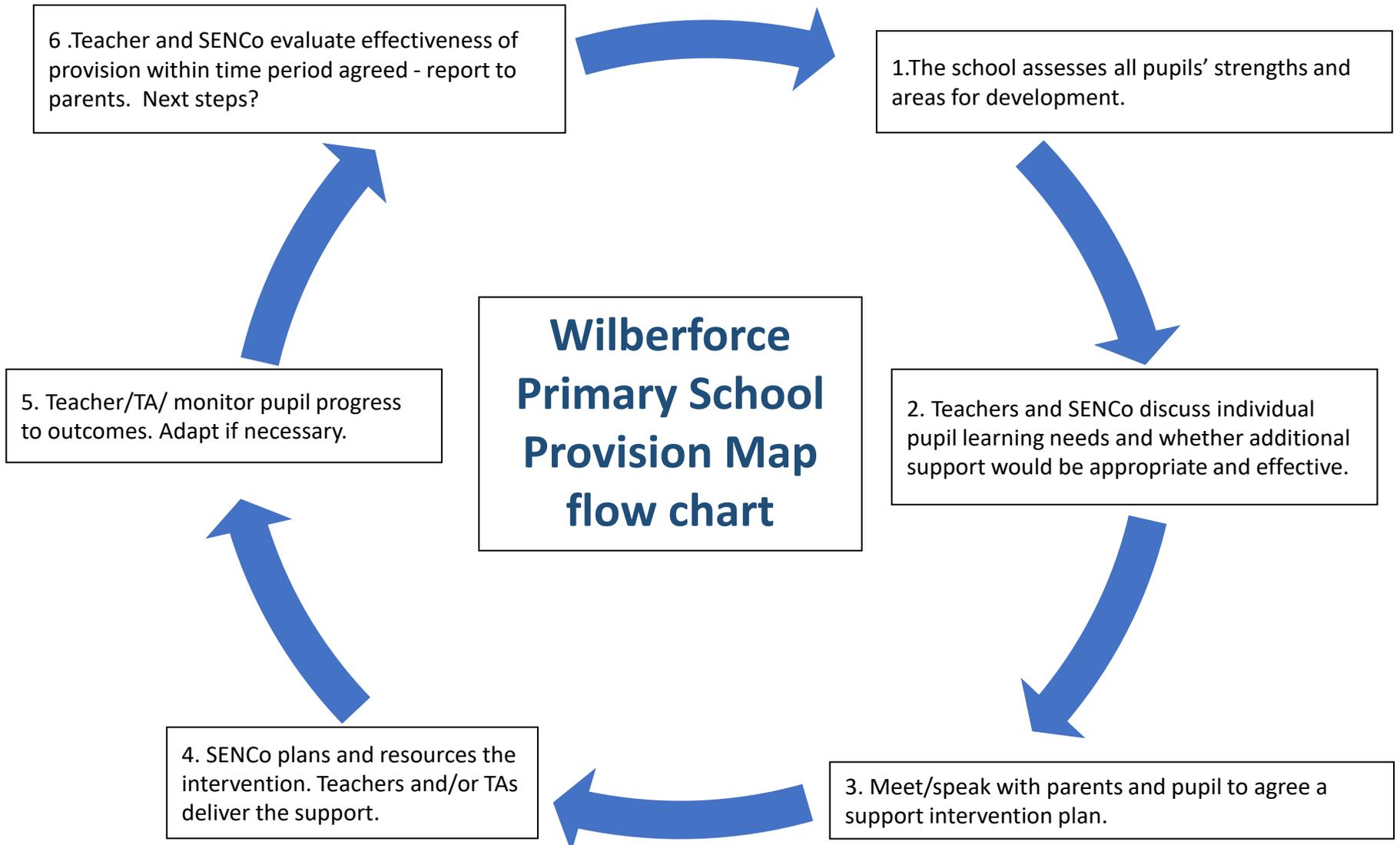
- We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While at Wilberforce Primary School we take care to ensure that during transition points (between classes 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 School makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details.
- 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 School, who can I ask?

At Wilberforce Primary School 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;

- The class teacher
- Mrs Windsor, SENCo/Inclusion Leader
- Mr Gibbons, Headteacher

Parents' Guide to Wilberforce Primary School Provision Map



Please follow the link below to find out more about
Westminster Local Offer:

[Local Offer Link](#)



Wilberforce Primary School SEND Provision Map 2020-2021

Intervention or provision	Team	Frequency & duration	Anticipated progress	Staff
Speech and Language Groups	EYFS KS1 KS2	3 x weekly 15 min Reviewed termly	Progress in personal, social and emotional development and communication and language	LSA SaLT
Phonics	Teams 1-4 (pupils with early reading skills)	Daily x 10 mins Reviewed termly	Increased knowledge of sounds to read unknown words	SENCo LSA
Occupational Therapy Groups	EYFS KS1 KS2	3 x weekly 15 mins Reviews termly	Progress in their functional independence	LSA OT
Writing Support	Teams 1 - 6	Weekly 30 min Reviewed termly (12 weeks)	Improvement in handwriting, spelling and creative writing	TA LSA Literacy Lead
Maths Support	Teams 1 - 6	Daily 10 min Reviewed termly (12 weeks)	Greater progress against KPI being assessed	TA LSA Maths Lead

Roles and responsibilities at Wilberforce Primary School

Headteacher



Educational Psychologist



SENCo / Inclusion Leader



Speech and Language
Therapist



Class Teacher



Occupational Therapist



Learning Support Assistant
Teaching Assistant



Advisory Teachers



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
- Manages the budget and resources, including the pupil premium
- Prepares and manages statutory assessment paperwork
- Organises, attends and co-ordinates annual reviews and other review meetings
- Meets with parents and carers

SENCo / Inclusion Leader

- 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
- Liaises with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- 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 Assistant 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 School works with a range of advisory teachers with different specialist areas including:

- Autism
- Visual Impairment
- Hearing Impairment
- Social and Emotional Development

- 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



Return to Roles and Responsibilities