Wincanton Primary School (WPS) Special Educational Needs Information Report





Age Range: Primary (5-11 years) Reception to Year 6

Wincanton Primary School, Station Road, Wincanton, Somerset, BA9 9EL

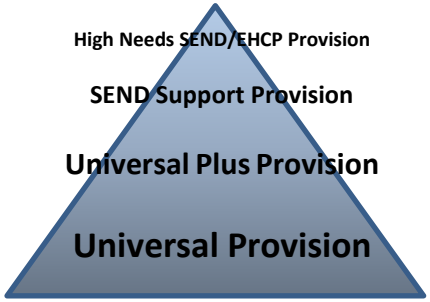
A guide for parents and carers, explaining Special Educational Needs (SEN) provision offered at our school.

This booklet is to inform you of the types of support available and how they can be accessed. Co-production by a parent/school working party, including the school SEND Governor and SENCO has taken place. The contents are updated yearly and presented to Governors.

Somerset Local Offer of Special Educational Needs: www.somerset.gov.uk/local-offer

Co-production: 16th January 2025 Update by SENCO and SEND Governor: 16th January 2025 Governor Approval: January 2025 Review: January 2027

We Follow A Graduated Approach to SEND Needs



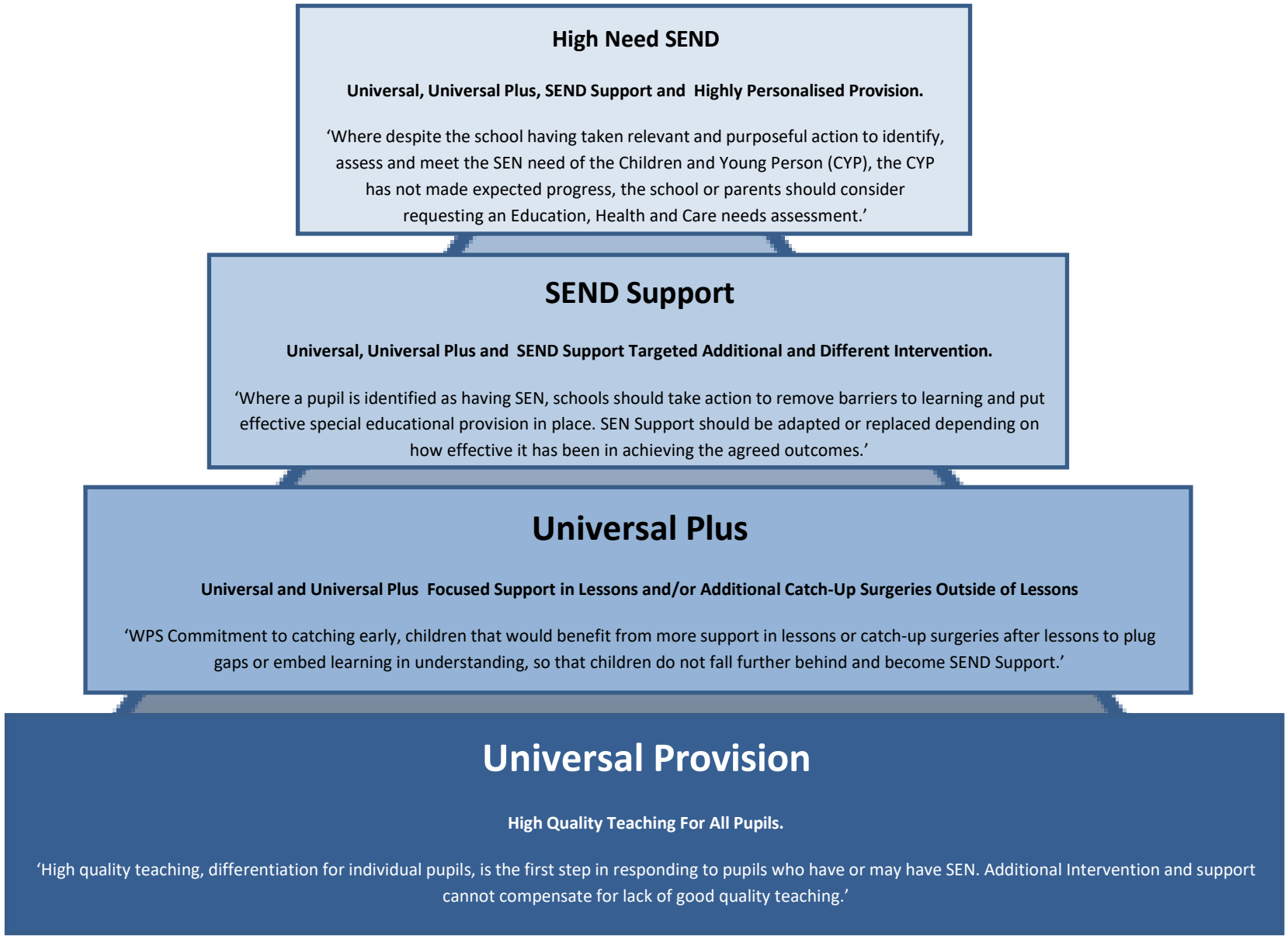
If I have concerns about SEN, who can I contact and how?

1st	**The Class Teacher:** Approach at the end of day or ring main school office 01963 32132
2nd	**The SENCO, Miss Richardson:** Ring main school office 01963 32132 **or email** office@wincantonprimaryschool.co.uk
3rd	**Head Teacher, Mr Wilson:** Ring main school office 01963 32132 **or email** office@wincantonprimaryschool.co.uk
4th	**SEND Governor, Kirsty Calcott:** Ring main school office 01963 32132 **or email** Kirsty.Calcott@wincantonprimaryschool.co.uk

Key Staff

SEND-Coordinator	SEN LSA	ELSA	SEN HLTA
Miss Luisa Richardson Monday-Thursday	Mrs Jo-Ellen Young Speech and Language Specialist Literacy Intervention	Mrs Denny Verlander Social and Emotional Literacy Development	Mrs Chris Richards Social Skills and Specialist Behaviour Support

Is WPS Fully wheelchair accessible? Yes	**Full Accessibility Plan**	**Is WPS aware / familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?**	**Yes**
Are WPS policies available on the school website? Yes www.wincantonprimaryschool.co.uk SEND Policy, Accessibility Plan & Medical policy	**SEND Policy**	**Is WPS able to deliver our core offer consistently across the school?**	**Yes**
	Safeguarding Policy	**Does WPS have auditory / visual enhancements?**	**No**
	Behaviour Policy	**Does WPS have any specialist equipment/facilities?** Both buildings have dedicated disabled parking bays, accessible toilet facilities, therapy suites, showers, changing beds and hoist systems. There is a lift for accessing the upper floor in the New Building.	**Yes**
	Equality and Diversity Policy		



'SEND children have a learning difficulty or disability, which calls for SEND provision to be made for them. They are children who need support that is <u>additional to and different from their peers</u>. They have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability that prevents or hinders them from making use of educational facilities usually provided for children of the same age in a mainstream school.'

What are the different types of Special Educational Need and Disabilities?
What types of SEND are provided for at WPS?

Special Educational Needs and provision can be considered as falling under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or physical

Some children have difficulties that fit clearly into one of these areas. Some have needs that span two or more areas, however for others the precise nature of their need may not be clear at the outset. This is why at WPS we carry out detailed individual assessments of each child and their situation from the earliest opportunity and continue over time, to make an accurate assessment of their needs.

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Our job is to help your child achieve to the best of their ability while they are at Wincanton Primary School (WPS). Our school is supported by the Local Authority (LA) to ensure all pupils, regardless of their specific needs, make the best possible progress. All schools are supported to be as inclusive as possible, with pupils' needs being met in a mainstream school if families want this to happen.

We follow the **Somerset's Graduated Response Tool**, which outlines **ordinarily available provision for children and young people (CYP) with SEND**. This can be found on the **Somerset Council Website: SEND Somerset's Local Offer: https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response/**

How does WPS monitor progress and let me know if they have any concerns about my child's learning?
How is the progress of my child measured?

There are three main **parent-evening** opportunities a year, to find out about and discuss your child's progress with your child's class teacher. Any concerns will be shared with you in these meetings. However, if there was a priority/immediate concern outside of these scheduled meetings, you will be contacted directly either by the class teacher or the SENCo.

- **Autumn Term 'Face to Face' parent evening**
- **Spring term Mid-Year school report and follow up parent evening on request.**
- **Summer Term 'Face to Face' parent evening**

An appointment with the SENCO can also be pre- booked on request, through the school office on these evenings or at any other time in the term as required. The SENCo can also be contacted directly by email: **office@wincantonprimaryschool.co.uk**

School reports will share information on your child's abilities and progress, as well as their learning attitudes.

At WPS the teaching staff make a teacher assessment judgement on your child's level of attainment at the end of each term, 3 times a year. By doing this, they are able to measure the amount of progress they have made across each term and the whole year. They check to see if your child is on track to meet expectations at the end of a key stage. They base their judgements on performance in lessons against set outcomes, through specific pieces of levelled unaided work or through mini progress tests on concepts delivered, to see if they have been retained.

The data is collected as points and each point is worth a term of learning. Expected progress is for a pupil to make three points in a year, one for each term. The points are then converted into a statement of achievement level. A child is described as performing at the level of a specific year group and then demarcated within this as being emerging, developing or secure within that year group. If a child is not working within the National Curriculum at the end of Year 1 or key stage 1, they will be assessed using the pre-key stage standards. If a key stage 2 child is still working at key-stage 1 level at the end of Year 6, pre-key stage standards will also be used.

This data is collated and discussed by teachers, with their team leaders and senior management at **Pupil Progress Meetings,** which take place each term. Actions for groups of children or individuals are agreed and implemented in the following term, to close learning gaps. Teaching staff may contact you around this time if discussions have highlighted concerns they would like to discuss.

The SENCo monitors this teacher assessed data for all pupils across the school, including those already identified as SEND, to look for trends and markers of concern for individual pupil's progress and attainment. This is also discussed with the SENCo at **SEND Review meetings** where each teacher has an individual meeting with the SENCo to discuss SEND Pupils, Universal Plus pupils and any other pupils being monitored.

End of Key stage 1 and 2 formal tests in reading, writing, maths, spelling and grammar take place based on the National Curriculum.

How does WPS identify children who have SEND needs?

How do they know that my child needs extra help?

How will they tell me their concerns?

How will we know if our child has moved between the different levels of the graduated response?

We follow the **SEND code of practice: 0-25 years** (2014) and **The Somerset Graduated Response Tool,** which give us guidance in meeting the needs of all young people. It sets out how a step by step (Graduated Approach) to identification of a special educational need should be used and outlines **ordinarily available provision** for children and young people with special educational needs.

As explained above tracking the main teacher assessment is part of the process.

At the beginning of each second half of term, every teacher has a **SEND Review Meeting** with the SENCO during which there is an opportunity for teachers to discuss the progress of identified SEND children in line with their planned outcomes. At this meeting, discussions will take place around the child's level of continued need and decisions made around whether the pupil needs to move up or down within the graduated response.

It is also a time when children who are not already identified as **SEND Support** or **High Needs SEND**, but are not making the expected progress can be discussed. We call these children **Universal Plus Level**. This is because they have received the same Universal Provision as other pupils PLUS targeted focused teaching or strategies to help them progress. If there is a **Cause for Concern** that their needs may be identified as SEND Support, teachers complete an **Initial Cause for Concern Referral** to the SENCo.

Teachers, will have already tracked the types of interventions, strategies and provisions they have made in their classrooms to support these children, making a **Universal Plus Barriers and Provision Record**. This is backed up by a layer of diagnostics and observational information from teachers and shared with the SENCo if it is not helping the pupil close gaps in their learning. This is the WPS commitment to **Early Identification** and provision action, to close learning gaps in order to prevent a child becoming identified as requiring SEND Support in the future. Children may receive several cycles of Universal Plus provision before the teacher decides it is appropriate to refer to the SENCo as a **Cause for Concern for SEND Support**. An **Initial Cause for Concern Referral** to the SENCo can take place at any time in the year, not only at the SEND Review meeting.

In most instances, a SENCO observation of your child and more detailed diagnostic assessments are completed before a decision is made. Parents are contacted for their views and concerns and you may be invited in for a meeting prior to any SEND Identification. The school will discuss this with you to plan any additional support your child may receive or to discuss with you any referrals to outside professionals to support your child's development.

Teachers have access to the **Somerset's Graduated Response Tool**, which is supportive to their decision-making process, helping them to identify needs causing concern and their severity, along with suggestions for how to overcome barriers to learning for pupils with additional needs.

We follow an **ASSESS-PLAN-DO-REVIEW** process and have associated **APDR** documentation.

How can I let WPS staff know I have concerns about my child's progress in school?
How will I let them know if my child has concerns about their abilities?
Who are the best people to talk to about my child's difficulties with learning/ Special Educational Needs or disabilities?
What do I do if I have a concern about the provision my child is being offered?

Within the School Setting:

Firstly, always speak to you child's teacher. They are the people who know your child in school the best. You can approach them at the end of the day or ring the main school office to leave them a message. Teachers can call you back at the end of the teaching day. They may invite you in to speak with you in person.

- Teachers are responsible for the achievement and attainment of **ALL** children in their class, through high quality teaching and differentiation for the different ability ranges in their classes.
- Teachers check on the progress of your child. They identify, plan and deliver any additional help your child may need. This could be things like targeted/supported work in lessons or additional support/ small group work after lessons. We call these **catch-up groups or reactive surgeries.**
- Teachers make sure that all staff working with your child in school are supported to deliver the planned work/programme for your child. This may involve the use of outside specialist help and specially planned work and resources.
- Teachers ensure that all the school's policies including SEN are followed in their classroom; for all the pupils they teach with any SEND need.
- Teachers refer to the SENCO if they feel a pupil's abilities may be due to a SEND need.

Secondly, after contacting the class teacher, you can contact the school SENCO Miss Richardson, by ringing the main school office or emailing on office@wincantonprimaryschool.co.uk If your child is not known to the school SENCo, they will ask the class teacher for initial information. The SENCo will then call or email you back to find out more about your concerns as soon as it is convenient. You may be invited to a further, more detailed discussion with the class teacher and SENCo.

- The SENCo is responsible for co-coordinating all the support for children with Special Educational Needs or Disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
- Together with the class teacher they will ensure that you are: involved in supporting your child's learning; kept informed about the support your child is getting; involved in reviewing how they are doing; part of a cycle of planning ahead for them.
- The SENCo liaise with all the other people who may be coming into school to help support your child's learning such as the Children and Young person's Therapy Services, Educational Psychologists, Advisory Teachers and Social Emotional Mental Health Support.
- The SENCo updates the SEND register (a system for ensuring all the SEND needs of pupils at WPS are known) and making sure that there are records of your child's progress and needs.

Thirdly, having been in touch with the teacher and the school SENCo, if you have deeper concerns, you can contact the Head Teacher, Mr Wilson, by ringing the main school office or emailing on office@wincantonprimaryschool.co.uk

- The Headteacher is responsible for the day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher gives responsibility to the SENCo and class teachers but is still responsible for ensuring your child's needs are met.
- The Headteacher makes sure that the Governing Body is kept up to date on any issues in the school relating to SEND.

Finally, if you feel you require further contact regarding your concerns, you can contact the SEND Governor, Kirsty Calcott, by ringing the main school office by emailing or emailing on Kirsty.Calcott@wincantonprimaryschool.co.uk

- The SEN Governor is responsible for making sure that the necessary support is made for any child who attends the school, who has SEND.
- SEN Governor will monitor the SEND provision alongside the SENCo.
- SEN Governor Developing and reviewing policies and other SEND documents with the SENCo.

Outside the School Setting:

Somerset Special Educational Needs and Disability Information, Advice and Support (SENDIAS) somersetSENDIAS@somerset.gov.uk

- Free, confidential, impartial
- General SEND support by email or telephone
- Independent support to help parents through the EHCP process
- One-to-one support to help collate, understand and interpret information, help with letter writing and preparation/support for meetings.

What are the different types of support available for children with SEND at WPS?
How will the teaching be adapted for my child with SEND learning needs?
How will they support my child and how will the curriculum be matched to their needs?
How will they be included and engaged with activities alongside all the children in their class?

At WPS we have adopted a four-stage system of **Graduated Response** to need and provision. This has been illustrated at the start of this Information report.

HIGH NEEDS- EHCP - Class provision /differentiation, Quality First Teaching, Good practices to overcome barriers embedded, 'Targeted Provision', 'Specialist Interventions' and 'Highly Personalised Provision or Interventions'

Specialist programmes for groups or individuals are provided for children who have been identified by the class teacher, SENCo & the senior leaders as requiring specific highly personalised support. The children may need extra specialist support from an adult in school or from a professional. This may be from: Educational Psychologist; Specialist advisory teachers; Medical services.

Pupils have severe and complex learning needs despite access to outside agency involvement, specialist interventions and support. Pupils may require a high level of adult support to access the curriculum and for other areas such as independence, self-help, social skills, communication, physical needs or personal care.



SEND SUPPORT - Class provision /differentiation, Quality First Teaching, Good practices to overcome barriers embedded, 'Targeted Provision' and 'Specialist Interventions'.

Run by a teacher or teaching assistant (support staff) who may have had training to run these interventions

Pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support. Pupils may have life-long learning difficulties or disabilities, across several areas of development, and will require more specialist intervention, adult support and advice likely from outside agencies, with some personalisation as required.



UNIVERSAL PLUS - Class provision /differentiation, Quality First Teaching, Good practices to overcome barriers embedded and 'Additional Support'.

Specific children may work within a smaller group of children or on an individual basis in lessons. This may be run in the classroom or another teacher space. They may be part of a Catch-Up Surgery after a lesson input.

Pupil progress with learning and development is at a slower rate and additional support is needed to achieve this. Pupils may be attaining at a level below age-related expectations and there may be evidence of an increasing gap between them and their peers.



UNIVERSAL PROVISION - Class Provision/differentiation, Quality First Teaching, Good practices to overcome barriers embedded.

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching

Pupils operate broadly within the expected range of abilities for their age but their progress/development may occur at a somewhat slower pace than that of other pupils. The pupils remain part of the mainstream teaching timetable for all activities.

At WPS teachers plan lessons according to the specific needs of ALL groups of children in their class and will ensure that your child's needs are met. Teaching Assistants will support with your child's learning in the classroom as required.
Specific resources and strategies will be used to support your child individually and/or in groups.
Planning and teaching will be adapted or personalised on a daily basis if needed to meet your child's learning needs

How is extra support allocated to children?
How is the decision made about the level of support my child receives?
What happens if my child needs extra equipment?
How is my child's overall wellbeing supported?

The school budget, received from Somerset Local Authority, includes money for supporting children with SEND.

The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:

- Numbers already receiving extra support
- Numbers who need extra support
- Numbers who have been identified as not making as much progress as would be expected
- The levels of need in WPS within the four areas of SEND
- Individual cases

They decide what resources/training and support is needed. All resources/training and support are reviewed regularly.

The level of support a pupil on the SEND register receives, is determined by the level of need of the child, rather than as a result of a diagnosis. This is continually reviewed through their Assess-Plan-Do-Review Plans or Annual Reviews.

The school, after assessing need, will provide some of the required equipment from the SEND budget. The school also has access, through referral, to outside agencies who can provide additional loaned equipment, after they have assessed the level of need of a child.

How does WPS evaluate the effectiveness of provision for pupils with SEND?
How will they let me know how my child is doing and if it is working?
How will I be included and involved as a parent?
How will my child be involved?

The school have a robust system of reviewing overall provision for the pupils at WPS using the Ofsted framework of evaluation. This includes looking at:

- Pupils achievement

- Behaviours and safety
- Leadership and management
- Quality of teaching

Termly **Pupil Progress Meetings** are held between teachers, their year team leaders and senior management to review the success of class provision/interventions.

The SENCO monitors the effectiveness of intervention provision, the quality of class teaching to **overcome learning barriers**, pupil achievements and behaviours through monitoring activities such as **'Learning Walks,'** where the SENCO will observe provision around the school on a specific focused area**.**

Termly the SENCo reviews effectiveness of more specialised provisions such as: Individual Literacy Intervention, Speech and Language sessions, Emotional Literacy support and social skills/alternative provision groups.

At the **SEND Review meeting,** with the SENCO the progress of SEND pupils towards the personal outcomes on their **Assess-Plan-Do-Review Plans (APDR)** is discussed. The SENCo also reviews highly personalised provisions for High Needs pupils at **SEND Review** with class teachers.

Discussions are based around identifying barriers to success, provisions and next steps. Teachers write a review of the progress towards the APDR outcomes and this is sent home, where you have an opportunity to comment and share you views on your child's progress. Every pupil identified as SEND, and on the school SEND register has one of these APDR Plans, unless their only identified need is Speech and Language, in which case they have a specific **APDR Care Plan from Children and Young Persons Therapy Services.**

Every pupil on the SEND Register has an **All About Me (Pupil Passport).** This document gathers **PUPIL VIEWS** and outlines their interests, dislikes, specific needs and barriers to learning, teaching strategies that support them. It also includes **PARENTS VIEWS** about their child, which teachers can gather through parent evening discussions or a phone conversation. This document is updated twice a year.

Parents of children who are **High Needs SEND with an EHCP** are required to attend a yearly **Annual Review Meeting** with the SENCo, Class Teacher, supporting staff and if possible outside agencies to produce a **My Annual Review Report.** This sets long and short-term outcomes and is reported back to County via a **Professional Portal.**

Parents of children who are SEND Support, where there is a concern of a Higher Need, are required to also attend an **Annual Review Meeting** in order to proceed towards an **EHCP request.** This follows the same format, producing a **My SEN Support Review** document.

In these meetings **PARENT VIEWS** are gathered, parents are asked:

- **What they feel has gone well.**
- **What they feel has not gone so well.**
- **What they wish for their child's future.**
- **They can provide any other additional information.**

PUPIL VIEWS are gathered, they are asked how they are feeling through a personal interview with a trusted adult. This information can be gathered in other ways for younger pupils.

Who are the other people providing specialist services for children at WPS with a SEND need? What specialist services and expertise can the staff access?

Directly funded by the school:

- Teaching Assistants to provide class support.
- Teaching assistants to manage group interventions, reactive surgery interventions, catch-up support and class focus group support.
- High level Teaching Assistants to provide individual support for High Needs Pupils.
- High level intervention Teaching Assistants- such as Individual Literacy Intervention (ILI) or Maths Interventions.
- High level specialist Teaching Assistants - Speech and Language
- Trained ELSA staff

Paid for centrally by the Local Authority:

- **Educational Psychology Service**
  - Directed statutory work for EHCP assessments only
- **Virtual school**
  - The Virtual School is– virtual. It is not a building but a group of professionals who work closely to support children looked after.
  - It does not replace the mainstream school they attend but is an additional resource.
- **Children and Young Persons' Specialist Service, SEND and Inclusion Support- The Access and Assistive Technology Team (EHCP pupils only)**
  - Information and resources on supporting C&YP with physical and/or medical needs in educational settings.
  - IT assessments which identifies strategies and assistive technology solutions to support access to learning, communication and independence.
  - Assessment and ongoing intervention for C&YP requiring Augmentative and Alternative Communication (AAC)
- **Children and Young Persons' Specialist Service, SEND and Inclusion Support- Occupational Therapists**
  - Assessment and involvement in the home, educational setting and respite.
  - Specialist in Manual Handling – assessment, training, ongoing support.
  - Environmental adaptation recommendations.
  - Specialist in 24 hours postural management.
- **Parent and Family Support Advisors (PFSA)**
  - Support for parents/family's with difficulties outside of school
- **Education Engagement services**
  - School attendance
  - Children without educational provision
  - Excluded and Suspended Pupils
  - Elected home education
  - Provision for pupils with medical Conditions.
- **Children and Young People's specialist service, SEND & Inclusion support- Hearing and Vision Support Teams**
  - Visit children and young people in their homes, school settings and work with them to develop their communication, language and independence in

managing their hearing loss and assistive equipment.

Traded services available to be bought in by the school:

- **Educational Psychologists (for individual pupil support)**
  - Work with various partners to support the inclusion, development and well-being of children and young people.
- **Access to Inclusion Team- including Autism and Learning advisory Teachers (until April 2025 only)**
  - Combines the Learning Support Team and Autism and Communication Team.
  - Work with CYPs and their families, and with school leaders, setting staff, SENCos and other professionals, providing advice and support around inclusive practice, accurate identification of needs and high-quality appropriate provision.

Provided and paid for by the Health Service accessed by the school:

- School Nurse
- Continence Team
- Children and Young Person's therapy Services Therapy Service (Speech Therapy, Occupational Therapy, Physiotherapy)
- Paediatricians (Hospital based medical doctors who specialise in the needs of children)
- Children and Young Person's Neurological Development Partnership (A partnerships provided by Yeovil District Hospital, providing a multidisciplinary triage process for Autism through a multidisciplinary panel assessment, as well as a multidisciplinary triage process for ADHD, which is then assessed through paediatrics)

Special School Outreach support:

- Advisory capacity
- Training opportunities
- Access to specialist provision support

How does WPS support Neurodiversity Concerns?
What is the process for starting a Neurodiversity assessment?

Parent concern:

If a parent brings Neurological Development concerns to the attention of the school, relating to the Autism Spectrum or ADHD and requests a Neurodiversity assessment, the following process will take place before a referral can be made to the Children and Young Person's Neurological Development Team.

It may be that this request comes after parents have seen a GP, who has re-directed them to the school to start this process or the request may come directly to school from parents themselves.

Often children being brought forward as a concern are children who are not currently on the school SEND Register and therefore the SENCo may not have detailed knowledge of or be directly involved with the pupil.

- The SENCo will note parents' concerns through a meeting or phone call.
- Parents will be asked to complete a Neurodiversity 'Next Steps' form outlining their concerns, in response to a series of questions, in order that the process starts

with full details.

- Once this has been received by the school. This will be given to the class teacher so that they can then monitor the pupil over several weeks, in relation to the parent concerns.
- The SENCo will observe of the pupil.
- Once the class teacher (who knows the pupil best in the school setting) feels they have sufficiently monitored the pupil, they will complete the necessary pre-diagnostics assessments related to the Neurodiversity concerns.
- These will be collated and a report written to be included within the 'Next Steps form by the SENCo.
- The class teacher will also complete the practitioner's section of the 'Next Steps' form, relaying exactly how they see the pupil presenting in the school setting in relation to the same questions as the parents.
- The SENCo will collate all the information to see if the school has 'compelling evidence of need'.
- A meeting will be held to review the evidence and discuss parents' wishes in regards to a referral.

As a school, we fully appreciate the difficulties around Neurodiversity within girls and also related to masking. We appreciate that parents may be seeing a very different level of need within the home setting. We are aware for diagnosis that there is the necessity for evidence of Neurodivergence to be seen across two settings.

School concern:

If the school has Neurological Development concerns to bring to the attention of parents, relating to the Autism Spectrum or ADHD they require parent consent in order to for a Neurodiversity assessment and the following process will take place, before a referral can be made to the Children and Young Person's Neurological Development Team.

Often these pupils are either already on the SEND Register or are being monitored at Universal Plus level, around their needs and are known to the school SENCo.

- The SENCo will ask the class teacher to complete the necessary pre-diagnostics assessments related to the Neurodiversity concerns as an internal investigation.
- These will be collated and a report written to be included within the 'Next Steps form by the SENCo.
- The teacher will also complete the practitioner's section of the 'Next Steps' form, relaying exactly how they see the pupil presenting in the school setting in relation to the questions.
- The SENCo will observe the pupil.
- The SENCo will collate all the information to see if the school has 'compelling evidence of need'.
- The SENCo will invite parents in for a discussion, to include the class teacher, to raise the schools concerns through the collated information on the 'next steps form'.
- If parents wish to pursue a Neurological assessment through the Children and Young Person's Neurological Development Team, they will be asked to add additional information within the parent views section of the 'Next Steps' form, after which the referral can be submitted.

How are the staff at WPS supported to work with children with SEND and what training do they have?

The SENCo **supports and advises** the teachers in planning for children with SEND. The SENCo has been accredited with a Post Graduate Certificate in Vulnerable Learners and The National Award for SENCo's Qualification.

The school has a training plan for all staff to improve the teaching and learning of ALL children including those with SEND. This includes whole school information & training on the **four areas of need** and **overcoming barriers to learning.**

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Staff training covers areas such as:

- **Medical training, specific to individual needs/cases such as:** Diabetes, Coeliac Disease and Cystic Fibrosis.
- **Specific areas of need awareness such as:** Autism Spectrum, Attention deficit, Attachment, Adverse Childhood Experiences.
- **Intervention programmes and strategies such as:** Precision teaching, ILI, Number Detectives, Spelling Detectives, Somerset Total Communication, TEACCH principles.
- **Overcoming specific barriers to learning such as:** sensory needs, working memory difficulties, social and emotional needs, speech and language difficulties, executive functions difficulties, metacognition, visual environments, scaffolding learning.
- **Behaviour management such as:** Relational strategies, de-escalation techniques and Relate-Regulate-Reason.
- **The Somerset Graduated Response Tool and developments in SEND such as**: SEND Identification.
- **Subject specific training such as:** Phonics (Unlocking Letters and Sounds), Maths, English.
- **Wider school training such as:** Safeguarding, Prevent and first aid.

Training through outside agency involvement for individual pupil cases such as: Safe handling, vision support, hearing support,

How have WPS made the school accessible to children with SEND?
How do you promote inclusion?

Within the whole school setting:

- Occupational Therapy & Physiotherapy sessions can take place in the therapy suites.
- Accessible toilets & showers with changing beds are available.
- Ramps are around the school site to gain access to buildings complete with safety rails.
- A lift is used to access upper floors in the New Building

Within the whole school ethos:

- All children, regardless of ability or needs are included throughout every aspect of school life, such as: school council, performances, Wonga jobs, monitors, playtime buddies and playtime leaders.
- Considerations will be made to ensure that all curriculum activities, school trips and residential stays are inclusive. Alternative activities may be offered whilst on a school trip to meet the needs of your child. If necessary, an additional adult may accompany your child on the trip.
- Reasonable adjustments are applied to things such as: school uniform, school arrival and leaving routines, part time timetables or phased transitions into/out of school.

Within classrooms we embed practices to remove barriers for SEND learners and improve the quality of teaching for ALL:

- Lessons are as inclusive as possible, with adjustments made depending on need.
- Ensuring equipment used is accessible to all children regardless of their needs, by use of visuals to support print.
- Using visually supportive prompts, packs or Toolkits, including Key words for writing, topic vocabulary, support strategies, literacy and maths modelling.
- Visually supportive classroom displays and environments that are vocabulary rich.

- Practical equipment such as those used for maths are available
- Visual timetables
- Alternative methods of recording
- Strategies to support memory or processing needs
- A curriculum catering to a range of learning styles
- Use of models, objects of reference and practical demonstrations
- Pre-teaching strategies

How can my child be supported during transition? (i.e. Moving into the school, between classes or leaving the school?)
What are the admission arrangements for pupils with SEND needs?

We recognise that 'moving on' can be difficult for a child with SEN. We take steps to ensure that any transition is as smooth as possible.

If your child is moving into our school we will:

- Discuss any learning needs with the prior setting.
- Provide a visual transition booklet if necessary.
- Invite your child for some additional visits prior to joining our school.
- Consider a phased transition if required.

When moving year groups within school:

- Information about your child will be shared with their new teachers.
- If your child would be helped by a personalised plan for moving to another year, we will put this in place.
- Organise specific times for your child to visit the new class and adults/teachers.
- Provide a visual transition booklet if necessary.
- There are three **meet the teacher sessions** for every pupil in school, during the second summer half term.
- Informal transition activities/opportunities to support relationship building with new teachers.

If your child is moving to another school We will:

- Contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- Ensure all records about your child are passed on as soon as possible.
- If necessary, additional visits for your child can be arranged to the new setting, or staff invited to visit your child at our school.
- Your child may be part of a specific supported group before transfer to a new school where students will have the opportunity to discuss any worries and learn new skills relevant to their transfer.
- Liaise with secondary schools around their additional visit routines for more vulnerable pupils.

Our school's admission policy can be found on the school website.

What support does WPS have for me as a parent of child with SEND?
How am I, as a parent, involved in the life of WPS?

We would like you to talk to your child's teachers regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will ensure that we are doing similar things to support your child both at home and at school. We can share what is working in both places. Phone calls home can be made in to keep in touch.

In some instances, communication books between home and school are beneficial.

Homework or consolidation activities will be adjusted as needed to your child's individual needs as necessary by class teachers.

WPS has a clear website page where you can access the SEND Page for support resources and information documents. Can be found under the Key Information Tab.
WPS has an active **PTA (Parent Teacher Association)** that arranges fundraising. This is a great way to get to know the school and other parents.

Where can I find out what Somerset has to offer if I am new to the county?
Where can I get further information about services for my child?

Government SEND Code of Practice 0-25years **https://www.gov.uk/government/publications/send-code-of-practice-0-to-25**
Somerset's Graduated response Tool **https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response/**
Somerset Local Offer **www.somerset.gov.uk/local-offer**

SIGNED
Chair of Governors: Charles Beck

Head Teacher: Graeme Wilson

