

# Orton Wistow Primary School



## SEND Information Report

|                  |               |                     |  |
|------------------|---------------|---------------------|--|
| Status           | Statutory     | Date Agreed:        |  |
| GB Monitor       | SEND Governor | Headteacher:        |  |
| Staff Lead       | SENCo         | Chair of Governors: |  |
| Senior Lead      | Headteacher   |                     |  |
| Version          | 1             |                     |  |
| Publication Date | Aut/22        |                     |  |
| Next Review      | Aut/23        |                     |  |

### Who can I speak to about my child?

If you have any concerns, we would first encourage you to speak to your child's class teacher. They are always happy to share details of how your child is getting on and suggest extra support or resources that may be needed. You can also speak to the Special Educational Needs Co-ordinator (SENCo) to discuss your concerns.

The SENCo is Mrs Linda Harries. Mrs Harries is in school on a Tuesday, Wednesday and Thursday.

You can also discuss any concerns with our Headteacher, Mr Colin Marks.

### How does the school identify children with special educational needs/disability (SEND)?

Teachers can raise their concerns with the SENCo. We have a proforma for this, so that we have a record of the concerns and any recommendations that the SENCo may give based upon observations, any suitable assessments, advice from other professionals and parent/carer discussions.

Information may also be passed on to us from previous settings.



### How will we support your child?

Targets for your child and the provision in place to help them to achieve these, is shared with you each term on an Assess, Plan, Do, Review (APDR) document. You will be invited to a meeting with the class teacher to discuss this.

If your child is in receipt of an Education, Health and Care Plan (EHCP), you will also meet annually with the SENCo to review this.

Class teachers track and monitor individual progress in core and foundation subjects each term.

Your child may also work with a Teaching Assistant (TA), a Speech and Language TA or the Learning Mentor. This will often be within the classroom, but at times includes working in a quiet break out space, in a small group or on a 1:1 basis. Sometimes we provide support during breaktimes and lunchtimes.

### How will my child access the curriculum?

All lessons are differentiated at the appropriate level to enable all pupils to meet their goals. This may be the kind of activity your child is asked to undertake or the level of support or scaffolding in place, including the use of particular resources and equipment. We try our best to remove any barriers to learning.

Within the classroom, adult support is allocated by the teacher, based upon the activities set for each lesson. This may include some pre-teaching, regular check-ins to ensure your child is on task, short or extended periods of adult support, either in a small group or individually and addressing any misunderstandings and misconceptions that have arisen before the next lesson in a teaching sequence.



### What opportunities are there to discuss my child's progress?

Parents' Evenings are held in the Autumn and Spring terms. An end of year report is also written and parents have the opportunity to attend an Open Evening in the Summer term.

You will be offered an APDR meeting each term, where you, the class teacher and your child, if appropriate, can discuss in detail their targets and agree the new ones.

We operate an open- door policy, so appointments can be made with class teachers and/or the SENCo at any time throughout the year. If you have concerns you would like to discuss, please contact the school office to arrange a meeting.



#### How can my child share their views?

Pupils are encouraged to share their views with their class teacher and via the School Council. When teaching staff and the Senior Leadership Team carry out Learning Walks, they will always seek the views of a number of children on a variety of aspects of school life.

Children with an identified SEND complete a One Page Profile each term and share their views for the review of their APDR. They are also welcome to attend the meetings to discuss these.

Pupils with an EHCP are asked to attend their Annual Review meetings, or part of it or to share their thoughts and feeling prior to the meeting with a trusted adult.

All pupils can attend Parents' Evenings if they wish to.

#### Is there support for my child's well-being?

We have a whole school ethos which understands and supports children's social and emotional needs. We know we have to support these needs to ensure your child can engage fully with their learning. We have a dedicated and supportive staff team, who are trained in the approach of Emotion Coaching.

We have a Learning Mentor, who focuses on working with your child individually or in a small group, if appropriate, to develop social skills and an understanding of their emotions. She can also support children who have undergone a bereavement, parental separation or any other 'trauma' that may have occurred. We also have a TA who is trained in 'Drawing and Talking', a therapeutic intervention.

We have a consistent approach to behaviour management throughout school and a zero tolerance of bullying.

We also have Breakfast Club and After School Club provision on the school site, providing consistency for your child, if they attend.

We make good use of other professionals and will refer your child, if needed to the School Nursing team, the Emotional Health and Well-being Service, YOUnited, Sleep Right, Families First etc.

Some pupils require an Individual Health Care Plan to help them manage medical conditions. We liaise closely with medical professionals to ensure this is effective.



### Are there any specialist staff at Orton Wistow Primary?

Mrs Harries is responsible for supporting class teachers in how they can best support pupils in their class. She holds the National Award for SEN Co-ordination (NASENCO). She also holds a Level 1 qualification in British Sign Language.

Mrs Harries is supported by the Assistant SENCo, Mrs Rosie MacColl, who is an experienced teaching assistant. She has also completed the ELKLAN 'Speech and Language Support for 5-11, Level 3 qualification. Mrs MacColl leads on Speech and Language therapy within school and liaises closely with our Link NHS therapist. She is trained in using the Southfields pack and the Paston pack.

Our teachers and TAs do not hold qualifications in specialist areas but many have experience and training related to meeting the additional needs of some of our pupils.

Training for our staff has recently included Emotion Coaching, Being a Trauma Responsive School, Five Ways to Wellbeing, Dyslexia Friendly Classrooms and Effective Deployment of Teaching Assistants.

Our Learning Mentor, Mrs Jackie Johnson, holds qualifications in Children's Workforce Development Council (CWDC) Level 3/4 Generic Modules; Webster Stratton Parenting Programme and a Level 2 Certificate in Counselling Skills.

Mrs Rachel Khan, an HLTA, is trained to use Drawing and Talking, a therapeutic intervention to help children process pain or trauma.

### Specialist Provision

Currently, we do not have any specialist provision in school.



## What specialist services are accessed by OWPS?

### Local Authority Services:

- Advisory Teacher Service (Autistic Spectrum Disorder, ADHD, Hearing, Visual or Physical impairment)
- Parent Partnership Service
- The SEND HUBS
- The Early Help Team

### NHS Services:

- Paediatric Physiotherapy
- Occupational Therapy Service
- Speech and Language Service
- Community Paediatrician
- School Nurse
- Emotional Health and Wellbeing Service
- YOUnited

### Independent Services:

- Educational Psychology-Futures in Mind
- Support for Learning

### Charity Run Services:

- Sleep Right
- Parenting Support Programmes-Webster Stratton and Triple P
- Barnardos Family Support Workers

Mrs Harries is able to refer to all of these services.





### How is the school accessible to children with Special Educational Needs and Disabilities?

The school is fully compliant with Disability Discrimination Act requirements. We make every effort to overcome barriers, so that all pupils can access learning activities, day trips, residential visits, and extra-curricular activities. Class teachers will liaise with parents and carers on suitable adjustments to improve access to activities and will draw up personal risk assessments if necessary.

We are an accessible site on one level and have toilet and changing facilities to meet the needs of our children. Our Out of School provision is accessible via a ramp.

More information can be found in our [Accessibility Policy and Plan](#).

### What are our admission arrangements for children with Disabilities?

The arrangements for the admission of pupils with Special Needs or disabilities to gain admission as pupils to Orton Wistow Primary School fall within our duties under the Equality Act 2010 and are the same as those applied to all pupils. Admission is in the first instance arranged by application to the Local Education Authority. If successful, we then receive notification that a child has been allocated a place at Orton Wistow Primary School. For admissions please visit:

<https://www.peterborough.gov.uk/residents/schools-and-education/school-admissions>

### How does the Governing Body support pupils with SEND?

We have a Governor, Mr Adam Green, who oversees the SEND Policy and ensures that our provision reflects the changing needs of the school and complies with our statutory responsibilities.

He has an overview of our SEND budget and how we allocate the funds within school.

Mr Green meets Mrs Harries, the SENCo, every term to discuss how things are in school and he prepares a report to be shared with the full Governing Body.



### How are the school's resources allocated?

Overall budget decisions are made by the Headteacher and Governing Body.

The budget is firstly allocated to the commitments outlined in EHCPs and in meeting recommendations made by other professionals.

Resources are then allocated and matched to pupils' SEN needs through careful planning and monitoring by the class teacher, SENCO and the Senior Leadership Team to provide targeted support for some pupils based upon their current attainment and recent progress.

### How can parents/carers give feedback?

There are many opportunities throughout the year when you can give us your feedback. These include contributing to the APDR meeting each term, parent consultation evenings, the opportunity to meet with the class teacher, SENCo or Headteacher at any time and Annual Review meetings for children in receipt of an Education, Health and Care Plan.

We also encourage parents to give us feedback via the Parent Questionnaires.

If parents /carers feel they need to make an official complaint, they can do so by following the School's Complaints Procedure outlined on the school website.

### Transitions at OWPS

If your child is joining us in Reception, an information evening is held in the summer term, so that key members of staff can introduce themselves and you can receive vital information about your child's start at school. Your child will visit the school for 'play' sessions during the summer term. Early Years staff make visits or hold telephone conferences to pre-school settings to liaise with keyworkers; they also organise a home visit to meet you and your child in a place where they feel safe and comfortable. This is a time to share individual concerns or worries. Additional visits are organised for individual children where it is considered necessary and helpful for their transition.

Transition meetings with the SENCo from the current setting and Mrs Harries also take place. These can include parents/carers and other professionals where this is appropriate. Early Help Assessments are also transferred to us.

We also offer a curriculum evening in the first week of the Autumn term, when the Early Years staff outline what learning looks like in the Reception year, including phonics, early reading and writing and maths.

If your child joins us in other year groups or mid-year, we liaise with your child's previous school and records will be transferred. A meeting will be offered if your child has high needs and tours of the school can be arranged with Mrs Harries.



### What will happen when my child leaves OWPS?

If your child is leaving us to join a local secondary school, we arrange for staff from the receiving school to visit our school. Transition meetings are held with the Y6 teacher and secondary school staff, and SENCo, where appropriate. The SENCo arranges for the transfer of relevant information to the receiving school.

Your child will participate in 'Move up' days at their new school. Additional visits can be organised, if necessary. Other arrangements may be necessary, such as photo books, meeting key staff and Social Stories to ensure there is a smooth transition.

If your child moves mid-year or out of the local area, we try our best to liaise with your child's new school and to transfer relevant school information.



#### External support for information and advice

SEND Information Advice Support Service – Tel. 01733 863979

Email: [pps@peterborough.gov.uk](mailto:pps@peterborough.gov.uk)

Peterborough LA Educational Psychology Open Access Consultation Service – Tel. 01733 863689

City Council SEN Website, including the Local Offer:

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>