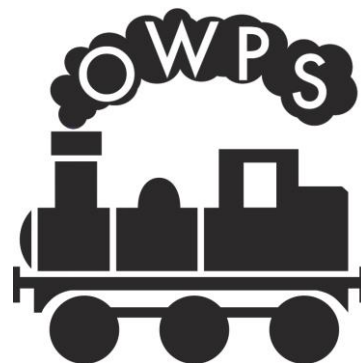


Orton Wistow Primary School



SEND Information Report

Status	Statutory	Date Agreed:	
GB Monitor	SEND Governor	Headteacher:	
Staff Lead	SENDCo	Chair of Governors:	
Senior Lead	Headteacher		
Version	1		
Publication Date	Sum/19		
Next Review	Sum/20		

SEND PROVISION / SCHOOL OFFER

- Orton Wistow Primary School is committed to all pupils, regardless of their specific needs, making the best possible progress. We have access to a range of professional services provided by the Local Authority which include the Advisory teaching services for Autism and ADHD and the Specialist teaching services for Sensory (Hearing and/or Vision Impairment and Physical Support. We also commission services from 'Futures in Mind', who provide a bespoke psychological service and Support for Learning, who have been working as an educational consultancy service since 2003, providing individual assessments of literacy and/or maths difficulties.

As an inclusive school, we offer the following 'additional and different' arrangements to support children with SEND. This provision is over and above 'Quality First Teaching' which is the entitlement for all children.

Children in our school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Advice and support from the School's SEND Co-ordinator and other members of staff within the school.
- Staff who visit the school from the Local Authority central services such as the Specialist Teachers for autism, ADHD or from the Sensory Service (for students with a hearing, visual or physical need).
- Staff who visit from outside agencies such as the Speech and Language Therapy (S<) Service, Occupational Therapy Service (OT), Futures in Mind, Support for Learning and the Emotional Health and Wellbeing Service.

A GUIDE TO OUR PROVISION AT ORTON WISTOW PRIMARY SCHOOL

Identification of SEND at our School	
Our school identifies children with special educational needs/ disability (SEND) by	<ul style="list-style-type: none"> Parental nomination Teacher identification Special Educational Need and Disability Co-ordinator (SENDCo) identification In liaison with external agencies and/or other professionals (e.g. medical professionals, speech and language therapists etc.) At transitions meetings with early years providers School transfer information Monitoring and assessment information (tracking of progress) Screening assessments (e.g. PhAB, Dyslexia Screening Test, Vernon, Salford)
We encourage you to raise your concerns by	Discussing them with your child's class teacher and/or the school SENDCo.
Our school has specialist provision for children with	We do not currently offer any specialist provision.
Support for your Child/ Young Person	
The education plan for your child will be explained to you and overseen by	Their class teacher and co-ordinated by the SENDCo
Staff who may be working with your child are	SENDCo, Class teacher, Teaching Assistants (class-based or through specific group or individual interventions)
We monitor the effectiveness of our SEND arrangements/ provision by	Pupil interviews, parental interviews, progress data, provision mapping (a tool we use to record the additional support that children receive across school), monitoring the quality of teaching and learning including specific interventions.
The roles and responsibilities of our governors are	<ul style="list-style-type: none"> Understand how the school identifies children with SENDCo and what happens next Understand how the school allocates and spends SEND funding, and who is responsible for this Support the review process of the school's SEND policy and ensure that the SEND provision reflects the changing needs of the school, its circumstances and the law Develop good relationships with school staff, especially the Headteacher and the SENDCo Nominate a governor with responsibility for SEND to meet with the SENDCo at least once per term

Curriculum Concerns	
Our approach to differentiation is to	Ensure that all pupils have learning pitched at the appropriate level to enable them to access all aspects of the curriculum through the use of: pre-teaching, level of adult support, resources and differentiation e.g. tasks, modified materials, teaching in ability groups, use of ICT.
Extra support is allocated according to	Whether the school identifies that a child requires some additional support based on their level of need or following recommendations/programmes set by external specialists for children who have an identified or specific difficulty (e.g. Speech and Language Therapy programme, Occupational Therapy programme, physiotherapy programmes, Educational Psychology, outreach teachers, specialist dyslexia teachers, health professionals etc.)
Partnership: Planning, Monitoring and Review	
We offer the following opportunities, in addition to the normal reporting arrangements, to parents/ carers and children to discuss progress, to plan and review support, specific approaches and/or programmes.	<ul style="list-style-type: none"> • Assess, Plan, Do, Review map review (termly) • Opportunity to meet with SENDCo at any time • Opportunity to discuss a report received by an external agency or professional • Opportunity to discuss next steps towards applying for an Education, Health and Care Plan • Children can access SENDCo or Learning Mentor to discuss their own needs and opinions
General Support for Wellbeing	
Our school offers pastoral, medical and social support to the children by	<ul style="list-style-type: none"> • Access to the Learning Mentor – focusing on social, emotional, mental health and behaviour needs and concerns • Our whole school Behaviour Management Policy • Access to the School Nursing Service • Referrals to a range of external agencies who work directly with children, young people and their families who require support (e.g. Sleep Right, the Emotional Health and Wellbeing service, CHUMS, Families First etc.) • A whole school ethos which supports and understands children's individual pastoral, social and medical needs • Breakfast Club and After School Club provision on the school site • Dedicated and supportive staff team • Care Plans for children requiring medical support and/or medication
We encourage the children to contribute their views by	<ul style="list-style-type: none"> • Talking to their class teacher if they have any worries or concerns • Working with our Learning Mentor • Contributing to reviews of their own education and the support they receive • Contributing to their Family Group discussions
Specialist Services/ Expertise Available	
We employ specialist staff in the areas of	<ul style="list-style-type: none"> • A Learning Mentor who works directly with children who are experiencing social, emotional and behavioural difficulties • A teaching assistant who has a specific qualification in supporting children with speech, language and communication needs • A teaching assistant who is trained to administer the Paston Pack assessment to support children who are

	<ul style="list-style-type: none"> experiencing sensory, physical or motor difficulties A teaching assistant who is trained to administer the Southfields Pack assessment to support children who are experiencing speech, language and communication difficulties Four specialist support teaching assistants who have significant experience in delivering intervention programmes One teaching assistants who are trained and lead our Sensory Circuits provision
Our school accesses the following services	<ul style="list-style-type: none"> Those provided through the Local Authority (Specialist Teacher Team, the HUBS providing specialist and enhanced provision, Parent Partnership Officer, Pupil Referral Service, Children's Social Care, the Early Help Team) Those provided through the Cambridgeshire and Peterborough Health Trust (Community Paediatrician, the Neurodevelopment Service, Physiotherapy Service, Paediatric Occupational Therapy Team, Speech and Language Therapy Service, School Nursing Team, the Emotional Health and Wellbeing service, CHUMS) Independent/Private Services (Futures in Mind, Support for Learning, Families First, Relate, Sleep Right, Drink and Drugsense)
Training	
We have staff who have the following qualifications.	<ul style="list-style-type: none"> The SENDCo holds the National Award for SEN Co-ordination. The SENDCo holds Level 1 BSL The SENDCo and the Deputy Head Teacher are part of the Connected Communities project. We are a Champion School. A teaching assistant holds Level 3 ELKLAN Speech and Language support for 5-11 Our Learning Mentor holds: CWDC (Children's Workforce Development Council) Level 3/4 Generic Modules; Webster Stratton Parenting Programme; Level 2 Certificate in Counselling Skills;
Staff have recently attended the following training.	<ul style="list-style-type: none"> Connected Communities School Champion training Super Speech training Steve Russell behaviour training Emotion Coaching ASD refresher training ADHD refresher training Angry Children Precision teaching All staff undertook a range of online training during school closure of April/May 2020, including ASD, ADHD, dyslexia Understanding Children and Young People's Mental Health

We plan to undertake the following training/ disability awareness sessions(s).	<ul style="list-style-type: none"> • Team Teach (Positive Handling) • Dyslexia friendly classrooms training
Accessibility	
We provide the following to ensure that all children in our school can access all of the activities offered.	Activities are open to all unless targeted at specific age groups. If a situation arises where an intensive level of support is needed, we will discuss this with parents on an individual basis. We believe Orton Wistow Primary School is a unique community, creating and supporting life-enhancing opportunities for all.
We enable children to access all activities by	<p>Providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.</p> <p>We challenge negative attitudes about disability and accessibility through a culture of awareness, tolerance and inclusion.</p>
We involve parents and carers in the planning by	Liaising with parents at the point of transfer or when SEND has been identified to consider changes which may be required to ensure equal access.
Parents and carers can give their feedback by;	
	<ul style="list-style-type: none"> • Contribution to the APDR review (termly) • Termly parent consultations • Half termly parent questionnaires • Feedback forms given at regular intervals • Opportunity to meet with SENDCo at any time • Opportunity to meet with the Headteacher • Opportunity to discuss a report received by an external agency or professional • Contributing to the writing and review of the Education, Health and Care Plan
Parents/carers can make a complaint by	
	<ul style="list-style-type: none"> • Following the School's Complaints Procedure outlined on the school website. • Making an appointment to see either the class teacher, SENDCo or the Headteacher
Transitions	
The following arrangements help children and their parents/ carers to make a successful transfer to our setting/ school.	<ul style="list-style-type: none"> • Children visit the school several times during the summer term preceding the start of their Reception year • Staff make visits or hold telephone conferences to pre-school settings to liaise with keyworkers • Staff do a home visit to meet the child and their family in their own environment prior to them starting school • Additional visits are organised for individual children where it is considered necessary and helpful • Photo books of the setting and key staff • Provide information to children and families about starting a new school • School prospectus and website is available • Home/school agreement

	<ul style="list-style-type: none"> • School directory – a guide for parents about what your child experiences at our school • Liaison with the child's previous school and transfer of records if they are transferring mid-year <p>ADAPTATIONS HAVE BEEN MADE TO WHAT WE CAN OFFER DUE TO CORONAVIRUS.</p>
We prepare children to make their next move by	<ul style="list-style-type: none"> • Arranging for staff from the receiving schools to visit children at our school • Transition meetings are held with the Y6 teacher and secondary school staff, and SENDCo where appropriate • SENDCo transfers relevant information to the receiving schools SENDCo/Learning Support Leader • The children complete transition units • Liaising with the child's receiving school and transferring relevant school information if they are transferring mid-year • Some children benefit from having additional visits to their new school
Resource Allocation	
Our SEND budget is allocated according to	School resources are allocated and matched to pupils' SEN needs through careful planning and monitoring by the class teacher, SENDCO and the Senior Leadership team.
Funding is matched to SEND by	
Our decision making process when matching support to need is	
Parents/ carers are involved through	If your child has an ECHP then these will be reviewed at appropriate intervals throughout the year. Other opportunities can be arranged by appointment. These discussions can include the allocation of resources.
Contact Details	
Your first point of contact is	Mr Simon Eardley (Headteacher)
Our SEND Co-ordinator is	Mrs Linda Harries
Other people in our setting/ school who might be contacted include	Mrs Jackie Johnson – Learning Mentor Mrs Rosie MacColl-Specialist TA for S< and OT Mrs Jan Clark – SEND Governor
External support services for information/ advice are	<ul style="list-style-type: none"> • SEND Information Advice Support Service – Tel. 01733 863979 email pps@peterborough.gov.uk • Educational Psychology Open Access Consultation Service – Tel. 01733 863689 • City Council Website http://www.peterborough.gov.uk/education • Marion Deeley – LA Parent Partnership Officer