

# 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/18		
Next Review	Sum/19		

## 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 Educational Psychology Service, the Autism Outreach Service, the Sensory Support Service and the Specialist Teacher for pupils with ADHD.

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 Educational Psychologist, Specialist Teachers for autism, ADHD or from the Sensory Service (for students with a hearing or visual need).
- Staff who visit from outside agencies such as the Speech and Language Therapy (S&LT) Service.

The chart on page 2 provides some general information about the different approaches, interventions and professionals who may be involved where children present with different levels of difficulty and complexity.

		<b>Note of any additional considerations e.g. Looked After Child/English as an additional language / Child in Need/ Child Protection</b>	
<b>EHC Plan</b>		Highly Specialist	Where a child or young person's needs are highly complex and require a bespoke placement or highly individualised long term arrangements.
		Specialist	Special Schools for children and young people with long term complex needs. These are supported by a range of outside professionals. Children with long term complex needs who are educated in mainstream settings who are supported by relevant specialist services through consultation, advice or intervention as appropriate.
<b>SEN SUPPORT</b>	<b>Co-ordinated Plan</b>	Targeted Specialist	Enhanced resource bases located in mainstream schools. Specialist support from a range of professional services such as Autism Outreach, Sensory Support, Educational Psychology, Occupational Therapy, Physiotherapy. Consultation, Intervention advice and training. Pupil Referral Units.
		Targeted	Class teacher in receipt of advice and support from the Special Educational Needs Coordinator. Involvement of professionals from outside the school (e.g. educational psychologists, speech and language therapists, paediatricians) through consultation, assessment and training. Evidence based interventions and child specific approaches in place and reviewed.
	Universal Targeted	Quality first teaching. School's best endeavours. Differentiated curriculum. Class teacher in receipt of advice and support from the Special Educational Needs Coordinator. Evidence -based interventions run in class and in small groups (plan, do, review cycle). Personalised learning. Consultation. Training.	
	Universal		

**A GUIDE TO OUR PROVISION AT ORTON WISTOW PRIMARY SCHOOL**

<b>Identification of SEND at our School</b>	
Our school identifies children with special educational needs/ disability (SEND) by	<ul style="list-style-type: none"> <li>• Parental nomination</li> <li>• Teacher identification</li> <li>• Special Educational Need and Disability Co-ordinator (SENDCo) identification</li> <li>• In liaison with external agencies and/or other professionals (e.g. medical professionals, speech and language therapists etc.)</li> <li>• At transitions meetings with early years providers</li> <li>• School transfer information</li> <li>• Monitoring and assessment information (tracking of progress)</li> <li>• Screening assessments (e.g. PhAB, Dyslexia Screening Test, Vernon, Salford)</li> </ul>
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.
<b>Support for your Child/ Young Person</b>	
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"> <li>• Understand how the school identifies children with SENDCo and what happens next</li> <li>• Understand how the school allocates and spends SEND funding, and who is responsible for this</li> <li>• 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</li> <li>• Develop good relationships with school staff, especially the Headteacher and the SENDCo</li> <li>• Nominate a governor with responsibility for SEND to meet with the SENDCo at least once per term</li> </ul>
<b>Curriculum Concerns</b>	

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.)
<b>Partnership: Planning, Monitoring and Review</b>	
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"> <li>• Provision map review (termly)</li> <li>• Opportunity to meet with SENDCo at any time</li> <li>• Opportunity to discuss a report received by an external agency or professional</li> <li>• Opportunity to discuss next steps towards applying for an Education, Health and Care Plan</li> <li>• Children can access SENDCo or Learning Mentor to discuss their own needs and opinions</li> </ul>
<b>General Support for Wellbeing</b>	
Our school offers pastoral, medical and social support to the children by	<ul style="list-style-type: none"> <li>• Access to the Learning Mentor – focusing on social, emotional, mental health and behaviour needs and concerns</li> <li>• Our whole school Behaviour Management Policy</li> <li>• Access to the School Nursing Service</li> <li>• Referrals to a range of external agencies who work directly with children, young people and their families who require support (e.g. Sleep Solutions, Talk Time, Relate, Families First etc.)</li> <li>• A whole school ethos which supports and understands children's individual pastoral, social and medical needs</li> <li>• Breakfast Club and After School Club provision on the school site</li> <li>• Dedicated and supportive staff team</li> <li>• Care Plans for children requiring medical support and/or medication</li> </ul>
We encourage the children to contribute their views by	<ul style="list-style-type: none"> <li>• Talking to their class teacher if they have any worries or concerns,</li> <li>• Working with our Learning Mentor,</li> <li>• Contributing to reviews of their own education and the support they receive</li> <li>• Contributing to their Family Group discussions</li> </ul>
<b>Specialist Services/ Expertise Available</b>	
We employ specialist staff in the areas of	<ul style="list-style-type: none"> <li>• A Learning Mentor who works directly with children who are experiencing social, emotional and behavioural difficulties</li> </ul>

	<ul style="list-style-type: none"> <li>• A teaching assistant who has a specific qualification in supporting children with speech, language and communication needs</li> <li>• A teaching assistant who is trained to administer the Paston Pack assessment to support children who are experiencing sensory, physical or motor difficulties</li> <li>• A teaching assistant who is trained to administer the Southfields Pack assessment to support children who are experiencing speech, language and communication difficulties</li> <li>• Three specialist support teaching assistants who have significant experience in delivering intervention programmes</li> <li>• Two teaching assistants who are trained and lead our Sensory Circuits provision</li> </ul>
Our school accesses the following services	<ul style="list-style-type: none"> <li>• Those provided through the Local Authority (Educational Psychology Service, Autism Outreach Team, Parent Partnership Officer, Pupil Referral Service, Children's Social Care, Common Assessment Framework Team)</li> <li>• Those provided through the Cambridgeshire and Peterborough Health Trust (Community Paediatricians, ADHD Team, Neurodevelopment Service, Physiotherapy Service, Paediatric Occupational Therapy Team, Speech and Language Therapy Service, School Nursing Team)</li> <li>• Independent/Private Services (Support for Learning, Families First, Talk Time, Relate, Sleep Solutions, New Ark Play Support Service, Drink and Drugsense)</li> </ul>
<b>Training</b>	
We have staff who have the following qualifications.	<ul style="list-style-type: none"> <li>• The SENDCo holds the National Award for SEN Co-ordination.</li> <li>• The SENDCo holds Level 1 BSL</li> <li>• A teaching assistant holds Level 3 ELKLAN Speech and Language support for 5-11</li> <li>• 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;</li> </ul>
Staff have recently attended the following training.	<ul style="list-style-type: none"> <li>• Mental Health in Children and Young People</li> <li>• Autistic Spectrum Disorder-Going into School</li> <li>• Level 2 Certificate in Counselling Skills</li> <li>• Deaf Awareness Training</li> <li>• Behaviour as a Language</li> <li>• Attachment Disorder</li> </ul>
We plan to undertake the following training/ disability awareness sessions(s).	<ul style="list-style-type: none"> <li>• Team Teach (Positive Handling)</li> <li>• ADHD training (some staff)</li> <li>• Dyslexia friendly classrooms training</li> </ul>
<b>Accessibility</b>	
We provide the following to ensure that all children in our school can	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

access all of the activities offered.	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.
<b>Parents and carers can give their feedback by;</b>	
	<ul style="list-style-type: none"> <li>• Contribution to the Provision map review (termly)</li> <li>• Termly parent consultations</li> <li>• Half termly parent questionnaires</li> <li>• Feedback forms given at regular intervals</li> <li>• Opportunity to meet with SENDCo at any time</li> <li>• Opportunity to meet with the Headteacher</li> <li>• Opportunity to discuss a report received by an external agency or professional</li> <li>• Contributing to the writing and review of the Education, Health and Care Plan</li> </ul>
<b>Parents/carers can make a complaint by</b>	
	<ul style="list-style-type: none"> <li>• Following the School's Complaints Procedure outlined on the school website.</li> <li>• Making an appointment to see either the class teacher, SENDCo or the Headteacher</li> </ul>
<b>Transitions</b>	
The following arrangements help children and their parents/ carers to make a successful transfer to our setting/ school.	<ul style="list-style-type: none"> <li>• Children visit the school several times both with and without their parents during the summer term preceding the start of their Reception year</li> <li>• Staff make visits to pre-school settings to liaise with keyworkers</li> <li>• Staff do a home visit to meet the child and their family in their own environment prior to them starting school</li> <li>• Additional visits are organised for individual children where it is considered necessary and helpful</li> <li>• Provide information to children and families about starting a new school</li> <li>• School prospectus and website is available</li> <li>• Home/school agreement</li> <li>• School directory – a guide for parents about what your child experiences at our school</li> <li>• Liaison with the child's previous school and transfer of records if they are transferring mid-year</li> </ul>
We prepare children to make their next move by	<ul style="list-style-type: none"> <li>• Arranging for staff from the receiving schools to visit children at our school</li> <li>• Transition meetings are held with the Y6 teacher and secondary school staff, and SENDCo where appropriate</li> <li>• SENDCo transfers relevant information to the receiving schools SENDCo/Learning Support Leader</li> <li>• The children complete transition units</li> </ul>

	<ul style="list-style-type: none"> <li>• Liaising with the child's receiving school and transferring relevant school information if they are transferring mid-year</li> <li>• Some children benefit from having additional visits to their new school</li> </ul>
<b>Resource Allocation</b>	
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.
<b>Contact Details</b>	
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 Janice Colvin – SEND Governor
External support services for information/ advice are	<ul style="list-style-type: none"> <li>• SEND Information Advice Support Service – Tel. 01733 863979 email <a href="mailto:pps@peterborough.gov.uk">pps@peterborough.gov.uk</a></li> <li>• Educational Psychology Open Access Consultation Service – Tel. 01733 863689</li> <li>• City Council Website <a href="http://www.peterborough.gov.uk/education">http://www.peterborough.gov.uk/education</a></li> <li>• Marion Deeley – LA Parent Partnership Officer</li> </ul>