

Warren Park Primary School

Special Educational Needs and Disability Information Report

Updated November 2024



1. Aims

Our SEND information report aims to:

- Set out how our school will support and make provision for children with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for children with SEND

Warren Park is a large inclusive mainstream primary school within the Leigh Park estate for 420 pupils. As a school we are fully committed to providing each and every child with a broad, balanced and relevant curriculum that meets their needs and ensures that children are safe, calm, sensible and ready to learn. We believe that every child has an entitlement to a curriculum that is carefully varied according to need and by providing high quality teaching and aiming to remove barriers to learning, children will enjoy and fully participate in all aspects of school life.

Our Special Educational Needs and Disability Co-ordinator (SENCO) is Mrs Lynne Lofting

Our Special Educational Needs and Disability Governor is Mr Ian Hiscutt.

2. Legislation and guidance

Our SEND policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A child may be identified as having Special Educational Needs and Disability (SEND) if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is education or provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Lynne Lofting

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Regularly report to Governors about the progress of children with SEND.
- Have day-to-day responsibility for the operation of SEND provision and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care plans (EHCP)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Be the point of contact for external agencies, especially the Local Authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEND up to date

4.2 The SEND governor

The SEND governor is Mr Ian Hiscutt

They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher is Mrs Elizabeth Cooper

They will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Year Leaders and Class teachers

Each Year Leader and class teacher is responsible for:

- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each child's progress and development, and decide on any changes to provision
- Ensuring they follow the SEND policy

5. How are children with SEND identified?

As a school we are constantly assessing children and the progress they are making. If we notice a child is consistently making slower progress than expected we may offer additional support.

Children will also be identified through

- Liaison with pre-school or outside agencies working with the child
- Concerns raised by parents when children start school or at a later date.
- Concerns raised by staff in school
- If a child is performing below age expected goals
- Liaison with external agencies
- Health diagnosis through paediatrician or outside agency

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction: This incorporates those children with speech, language and communication needs (SLCN) who have difficulty understanding and communicating with others. This may include children and young people with Autism Spectrum Disorder.

Cognition and learning: This focuses on those children and young people who learn at a slower pace than their peers, as well as those with Specific Learning Difficulties (SpLD), including dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties: Those children who may have become withdrawn or isolated, as well as those displaying challenging, disruptive or disturbing behaviour. The code states these behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Sensory and/or physical needs: This encompasses children with a disability that prevents or hinders them from making use of the educational facilities generally provided - including those with visual or hearing impairments, multi-sensory impairments, and/or physical disabilities.

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

We pride ourselves on our honest and open relationships with parents and when deciding whether special educational provision is required, we will seek the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions may be added to the pupil's record.

Parents will be notified if their child will receive SEND support.

6. Assessing and reviewing children's progress

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to ensure a clear understanding of the child's needs using

- The teacher's assessment and experience of the child
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the child's progress. Children may have an Individual Provision Plan (IPP) to support with tracking progress towards their targets which will be shared with parents.

7. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the children in their class.

High-quality inclusive teaching is our first step in responding to children who have SEND. This will be differentiated for individual children.

We will also provide the following support and interventions:

- School commissioned Speech and Language Therapist works in school regularly each term to support communication and interaction needs.
- Small group and 1:1 pre and post teaching
- Reading, phonics and handwriting interventions
- Emotional literacy support led by our school training Emotional Literacy Support Assistants (ELSAs)

- Physiotherapy

We make adaptations to the curriculum to ensure all children's needs are met, including:

- Differentiating our curriculum to ensure all children are able to access it, for example, by flexible grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The school accessibility plan ensure that the school site is accessible to ensure all children can access learning and participate in the curriculum.

We have teaching assistants who are trained to deliver interventions and will support children on a 1:1 basis when needed.

Teaching assistants will support children in small groups in the classroom.

We work with outside agencies to provide support for children with SEND, including:

- Educational Psychologist
- NHS Speech and Language Therapist
- Primary Behaviour Support
- Specialist school outreach services
- Occupational Health
- Mental Health Support Team
- School nursing team
- Physiotherapist
- Specialist teacher advisory services

8. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children with SEND by:

- Liaison with year leaders, class teachers and learning support assistants
- Regular learning walks with a focus on observing and talking with children
- Reviewing children's individual progress towards their goals each term
- Reviewing the impact of interventions
- Regular consultation with parents
- Analysing data
- Monitoring by the SENCO
- Holding annual reviews for children with EHC plans

9. Enabling children with SEND to engage in activities available to those in the school who do not have SEND

All children are included in all parts of the school curriculum, including our own outdoor classroom, and we will provide all the necessary support to ensure that all children can be successful.

All of our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our residential trip in Year 5

All children are encouraged to take part in sports day/school plays/special workshops etc.

No child is ever excluded from taking part in these activities because of their SEND or disability.

If necessary a risk assessment is carried out before an activity to include specific support for children with SEND.

The majority of the school building and playground is accessible for all children and we have a flexible and open-minded approach and are committed to making the school environment as accessible as possible. Please see our accessibility plan for more information.

10. More information about SEND

Class teachers are the first port of call for information or questions about children and SEND. The SENCO Mrs Lynne Lofting, SENCO assistant Miss Danielle Read and our Emotional Literacy Support Assistants (ELSAs) Mrs Jo Stirrat and Mrs Kylie Purnell are available for further discussions and can be contacted via the school office.

Complaints about SEND provision in our school should be made to the SENCO or Headteacher in the first instance. They will then be referred to the school's complaints policy.

11. The Local Authority local offer

Warren Park accesses support in accordance with the Hampshire Local Offer for SEND.
<https://fish.hants.gov.uk/localoffer>