Wharncliffe Side SEND Information Report

Key Staff in school:

Mr M Gaughan (Headteacher): headteacher@wharncliffeside.sheffield.sch.uk

Ms A Greasley (SENDCo: Special Educational Needs and Disabilities Co-ordinator): agreasley@wharncliffside.sheffield.sch.uk

Link Governor for SEND: Mrs Lisa Almond

What does Special Educational Needs and Disabilities mean?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

A child or young person has a learning difficulty or disability if she / he has a significantly greater difficulty in learning than the majority of others of the same age

Or has a disability which prevents or hinders him / her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

What are Special Educational Needs?

Special Educational Needs are detailed in 4 broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or Physical Needs

However a pupil may have a need in more than one area.

How does the school know if children need extra help?

We know if pupils need help if:

- Concerns are raised by the parents / carers, teachers or the child.
- If the child is making limited progress.
- There is a change in the pupil's behaviour or progress.
- We have talked to the previous school or setting your child attended.
- We have had information from external agencies, for example, medical services.

What should I do if I have concerns about my child?

- Please talk to us: your child's class teacher is the initial point of contact with parents.
- If you have further concerns, please contact Ms Greasley (SENDCo) or Mr Gaughan (Headteacher)

How will Wharncliffe Side support my child?

- The SENDCo oversees all support and progress of any child requiring additional support across the school. An initial assessment will take place to find out where your child needs support or intervention.
- We work with a 'graduated approach'. This means that we will adapt the teaching in the class to meet your child's needs. This can be illustrated by our SEND Flowchart (available on the website).
- If your child needs additional support, we may support your child in a small group. This group may be in or outside of the classroom. The group may be taught by your child's class teacher or a teaching assistant. The intervention will be reviewed regularly by those involved to make sure it is effective and to help with future planning.
- Pupil Progress meetings are held each term with the class teacher, Mr Gaughan and Ms Greasley. The class teacher will discuss the progress of the pupils in their class. This discussion may highlight further areas that require support.
- Sometimes a pupil will need more expert support from an outside agency such as Learning Support, Speech and Language Therapy or the Educational Psychologist. We will ask your permission to make a referral to these services. They will usually come into school and work with your child. They will assess the work they have done and write a report for school and for you.
- The school will write a support plan with you and your child following their advice. The plan will outline outcomes for the child and the support that will be put in place. The school will put into practice the support written in the plan.
- If your child's progress is still of concern and / or has additional needs and requires an individualised approach to their learning with all the services joining together, a 'Extended Support Plan' will be written by the school in collaboration with you and any additional services. The 'Extended Support Plan' will detail your child's background and history, what's working well and which areas need development and have outcomes and the support your child will receive.
- The Governors at Wharncliffe Side Primary are responsible for overseeing the progress of all pupils in the school. Mrs Lisa Almond is the named Governor responsible for pupils with SEND. The Governors also monitor and review all statutory plans and policies related to SEND defined by the Department for Education.

What is the SEND Register?

- It is a list of all pupils within the school who have SEND.
- It contains information about their areas of need and level of support required.
- If your child has a Support Plan, Extended Support Plan or an EHCP, they will be on the register.
- It is a legal requirement for all schools to have an SEND Register and parents are informed when their child's name is added to it.
- It is reviewed regularly to ensure it is up-to-date.
- The register is confidential and kept securely.

How will the curriculum be matched to my child's needs?

- All work within class is differentiated (a wide range of teaching techniques and lesson adaptations that are used) to an appropriate level so that pupils can access learning according to their needs. When a pupil has been identified with Special Educational Needs, their work

may be differentiated on an individual basis if required. This could be through the teacher's use of questioning, how much support they require, having a different task to do etc. If you are unsure as to how your child's work is differentiated, please ask your child's teacher and / or refer to your child's support plan.

- If appropriate, specialist equipment may be given to the pupil e.g. a writing slope, pencil grip, adapted scissors etc.
- If a pupil has been identified as having a Special Educational Need, a support plan will be written. Outcomes will be set and details of support will be recorded. These support plans will be reviewed termly by you the parent / carer, the class teacher, your child and the SENDCo if appropriate. You will have a copy sent home.

How will I know how well my child is doing?

- Please feel free to come and talk to us!
- You will be invited to a review meeting each term. We will send you an invitation in the post with a form for you to fill in asking you what is working well and what could be developed further. In the meeting, we will discuss together the progress your child has made and changes that can be made to help them further.
- Class teachers and Ms Greasley are available if you wish to raise a concern. You can contact them in person, via email or over the phone. Where they are not available, they will endeavour to get back to you as soon as possible. You can make an appointment with your class teacher or Ms Greasley (SENDCo) if you wish to talk in more detail.
- We also have Parents' Evenings and reports at the end of the year.

How will you help me to support my child's learning?

- Your child's class teacher will suggest ways that you can help your child. This may be with reading, writing or maths activities, tasks that support other areas or suggestions for your child's other needs.
- If an outside agency is involved with your child, there are approaches and activities you could do at home. If you require advice or support, please ask your child's class teacher.

What support will there be for my child's overall wellbeing?

Wharncliffe Side offers a wide variety of pastoral support for pupils. This includes:

- A RSHE (Relationships, Sex and Health Education) & Citizenship curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing.
- Pupil and parent voice meetings and questionnaires are in place and are monitored for effectiveness by the Headteacher and SEND link Governor.
- Small group evidence–led interventions to support pupil's wellbeing are delivered to targeted pupils and groups to support improved social interaction skills, emotional resilience and wellbeing.
- Pupils who find unstructured times difficult are provided with alternative opportunities within the school and action is taken to develop their social interaction skills.
- The school also supports pupils with individualised programmes of support arranged with discussion with parents, pupils and school.

- The school has a Behaviour Policy, Anti-Bullying Policy, SEND Policy and Equality Policy – all are reviewed regularly. Inclusion is embedded throughout all of our school policies.

How will my child be supported if she / he has a medical need?

- If your child has a medical need, an individual Health and Care plan will be written with the support of medical professionals, parents, and if appropriate, the pupil.
- Where necessary and in agreement with parents / carers medicines are administered in school but only where a signed medicines consent form is in place to ensure the safety of both the pupil and staff member.
- There are designated staff in school who administer and supervise medications and who will complete formal training where required. For more information, see the Health & Safety & First Aid & Medicines policy.

What specialist services are available at the school?

At times, it may be necessary to consult with other professionals from outside agencies to receive their more specialist expertise. This will only be undertaken after parental permission has been given and may include:

The agencies used by the school include:

- Learning Support - provide support for learning needs. The Learning Support teacher will work with your child, assess their needs and provide a report for you and the school with details of your child's needs and details of appropriate support.
- Educational Psychologist - will provide specialist advice and support for a variety of Special Educational Needs.
- Speech and Language Therapy - for speech and language needs including social communication
- Autism Team - Specialist support and advice for children with Autism or social communication needs
- Ryegate Children's centre - including Neuro disability specialists, Occupational Therapy, Physiotherapy
- Portage Service – Professionals who work with Nursery / pre-Nursery aged children.
- Specialists from other schools, locality and the Multi Academy Trust
- Social Services and MAST (Multi-Agency Support Teams)
- Health partners such as the school nurse, dieticians, vision support service, hearing support service, epilepsy nurses, CAMHS (Children and Adolescent Mental Health Service) including Healthy Minds

What is an EHCP and what is the process?

- An EHCP is an Education, Health and Care Plan.
- It is a statutory document which details the needs of the child, the outcomes for their learning and the provision the school must provide.
- It is written by the Local Authority using evidence from the child, parents and a range of professionals such as the Educational Psychologist.

- It is reviewed every year as part of the child's 'Annual Review'.
- The Local Authority decides whether or not to issue an EHCP using the evidence provided.
- The SENDCo, Ms Greasley can give you further information about the EHCP process.

What is an IR and how do children access it?

- An IR is an Integrated Resource.
- Not all mainstream schools have an IR.
- An Integrated Resource is more specialised provision for pupils with complex needs.
- It has a higher pupil to adult ratio.
- Pupils work on individualised outcomes.
- There are 2 IR's at Wharncliffe Side, an Under 5's IR based in the Nursery and a Primary IR for pupils from Reception to Year 6.
- Pupils also work in their mainstream classes.
- All pupils in the IR have an EHCP. Applications are made to the Local Authority and they place pupils within the IR – it is not the school's decision.
- If you would like more information, please talk to Ms Greasley or Mr Gaughan.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is deemed that an intensive level of support is required, a parent or carer may be asked to accompany their child during the activity.

How accessible is the school environment?

As a school, we are happy to discuss individual access requirements.

At present we have:

- A single story building with ramped access to all areas.
- Accessible toilet in the Integrated Resource
- Changing facilities in the Integrated Resource and Nursery.

How will the school prepare and support my child when joining Wharncliffe Side Primary School or transferring to a new school?

Many strategies are in place to enable pupils' transitions to be as smooth as possible. These include:

- Visits to pre-schools
- Transition visits so pupils can meet their class teacher and some of their peers. Additional visits can also be arranged for those pupils that require it.

- Review meetings and discussions between the previous school and receiving schools prior to the pupil joining or leaving.

How are the school's resources allocated and matched to the children's needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support and resources depending on an individual's needs.
- The additional provision may be allocated following a discussion with the class teacher at Pupil Progress meetings or if a concern is raised at any other time during the year.
- If your child has an EHCP (Education, Health and Care Plan) the provision your child needs is included within this.
- Provision will be recorded in your child's Support Plan.
- Funding is also used to access support from outside agencies, purchase specialist resources and provide additional training for teachers / support staff.

How is the decision made about what type and how much support my child will receive?

- These decisions are made in consultation with you, the class teacher and the Senior Leadership Team. Decisions are based on the tracking of pupil progress and as of a result of assessments within school and those completed by outside agencies and professionals.

How will I be involved in discussions about and planning for my child's education?

All parents / carers are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher
- Parents' Evenings
- Review meetings
- Meetings with support and external agencies.
- Discussions with Mr Gaughan and / or Ms Greasley
- Information events.

How will my child be included in decisions regarding their education?

- Every child on the SEND Register has a Learner Profile. These are completed by the pupil with adult support. The profiles outline what the pupil feels they are good at, what is important to them, what they feel they need help with and how to help them.
- Pupils are included in the review meetings held every term. The learner profiles and support plans are discussed with the pupil as appropriate for their stage of development.

What do I do if I have a complaint?

We hope that complaints are rare, however, if you have a concern about any aspect of your child's experience please use the schools complaints policy to address this.

Where can I go for further information?

The SEND Policy is available on our website. If you wish to discuss your child's educational needs, please contact your child's teacher or the school office to arrange an appointment with Ms Greasley.