

## Special Education Needs Information Report: Wanborough Primary School

### Contact details:

<b>Headteacher:</b> Andrew Drury <b>SENCo:</b> Mrs Asha Wride <b>Chair of Governors:</b> Mrs Fiona Luckhurst Wanborough Primary School, The Beanlands, Wanborough, Swindon, Wiltshire SN4 0EJ	<b>Telephone:</b> 01793 790269 <b>Email:</b> <a href="mailto:admin@wanborough.swindon.sch.uk">admin@wanborough.swindon.sch.uk</a> <b>Web:</b> <a href="http://www.wanboroughprimary.org">www.wanboroughprimary.org</a> <b>Twitter:</b> @WPrimary
<b>Provision:</b> Mainstream Education	<b>Primary ages:</b> 4-11
<b>School Hours:</b> <b>Office opening hours:</b> 08.30 – 16.00 Visits to the school are always welcome, where you will see for yourself a school which values the whole child, and promotes a learning culture to which all stakeholders can embrace.	<b>Reception Class</b> 8:30am-8:45am Classroom doors open for flexible entry. 8:45am -12:00pm (15 min. break in morning) 12:00pm-1:00pm Lunchtime 1:00pm-3:00pm
<b>Key Stage 1: Years 1 &amp; 2</b> 8:30am - 12:00pm (15 min. break in morning) 12:00pm-1:00pm Lunchtime 1:00pm - 3:00pm (10 min. break in the afternoon)	<b>Key Stage 2: Years 3 - 6</b> 8:30am - 12:00pm (15 min. break in morning) 12:00pm-1:00pm Lunchtime 1:00pm - 3:00pm

## 'We All Grow from Here'

### Our Values

We value every child's individuality.

We value the development of the whole child - academically, physically, emotionally, socially and spiritually.

We value a broad and rich experience, alongside academic success.

We value a happy, caring, sustainable and safe environment.

We value the contribution we make to, and receive from, parents and the wider community.

We value the development of all staff to achieve their full potential.

We value dynamic leadership and management.

### Our Aims

We aim to be successful and celebrate every success.

We aim for every child to achieve their potential.

We aim to help every child become respectful, confident and mature members of the community.

We aim to prepare every child for secondary school.

We aim to provide a wide, well-balanced, dynamic curriculum for all.

We aim to continuously improve, by introducing new and exciting ideas.

We aim to have a diverse, professional and committed staff.

We aim to be a positive part of the community.

We aim to improve our school together.

### Introduction

Wanborough Primary school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

At Wanborough, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

<b>Who are the best people to talk to in Wanborough Primary school about my child's difficulties with learning/ Special Educational Needs and Disabilities (SEND)?</b>	
<b>Member of Staff</b>	<b>Responsibilities</b>
<b>Class Teacher</b>	<p>At Wanborough we use a graduated approach.</p> <ul style="list-style-type: none"> <li>• Teaching is based on building on what your child already knows, can do and can understand. Work in the classroom is differentiated to meet the needs of all pupils.</li> <li>• The class teacher informs parents at the earliest opportunity to alert them to concerns regarding rate of progress if a child is performing below their age expected levels. Parents are encouraged to give their active help and participation. The concern will be recorded on a school <b>Concern Sheet</b>.</li> <li>• All pupils are carefully monitored and progress is tracked. Teachers have progress meeting with Senior Staff every term, this allows for early identification of a pupil that is not meeting expected levels of progress.</li> <li>• The class teacher will keep parents informed and draw upon them for additional information.</li> <li>• At this stage, your child's teacher will plan group sessions (interventions) for your child with targets to help your child to make more progress. This support is different from or additional to the support provided as part of the school's usual working practices.</li> <li>• The teacher or Teaching Assistant (TA) will sometimes run these</li> </ul>

	<p>small group sessions using the teacher’s plans, or a recommended programme.</p> <ul style="list-style-type: none"> <li>• A Provision Map is used to record the strengths, the short-term targets and the strategies used to support the child. There is a Child Friendly page so that the pupil can have ownership of his/her targets and the steps necessary to achieve them. Provision Maps are reviewed with pupils and teachers half-termly. Parents receive Report Cards every Term to highlight targets and progress.</li> <li>• The school operates an ‘open door’ policy; this means that parents are able to make an appointment to see the class teacher before or after school at any time throughout the school year.</li> </ul>
<p><b>Special Educational Needs Coordinator (SENCo)</b> Mrs Asha Wride</p>	<p>At Wanborough, the SENCo:</p> <ul style="list-style-type: none"> <li>• is a qualified teacher;</li> <li>• acts as the link with parents;</li> <li>• manages the day-to-day operation of the policy;</li> <li>• co-ordinates the provision for and manages the responses to children's special needs;</li> <li>• oversees the records of all children with special educational needs;</li> <li>• acts as the link with external agencies and other support agencies;</li> <li>• monitors and evaluates the special educational needs provision, and reports to the Governing Body;</li> <li>• manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;</li> <li>• Supports and advises colleagues and contributes to the professional development of all staff.</li> </ul>
<p><b>Headteacher</b> Mr Andrew Drury</p>	<p><b>He is responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEN.</li> <li>• He will give responsibility to the SENCo and class teachers but is still responsible for ensuring that children’s needs are met.</li> <li>• He keeps the Governing Body up to date about any issues in the school relating to SEN.</li> </ul>
<p><b>SEN Governor</b> Mrs Judith Evans</p>	<ul style="list-style-type: none"> <li>• Making sure that the school has an up to date SEN policy</li> <li>• The SEN Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.</li> </ul>

<b>What happens if my child does not make progress at the Intervention/Personal Provision stage?</b>	
<b>Class Teacher, SENCo, Parents / Carers</b>	<p>If the Provision Map process identifies that the pupil is not making the expected rate of progress, support can be sought from outside agencies. In most cases, children will be seen in school by external support services. This may require the implementation of an Early Help Record and Plan. This may lead to additional strategies or strategies that are different from those used in the interventions. External support services will provide information for the child's Early Help Record and Plan. The new strategies in the Early Help Record and Plan will, wherever possible, be implemented within the child's normal classroom setting. The targets and strategies will be reviewed according to your child's needs, every 6 to 8 weeks. All external agencies, teaching staff and parents will be invited by the SENCo to attend a 'Team around the child' meeting to discuss progress to date.</p>
<b>What external agencies are available to support my child?</b>	
<b>Class Teacher, SENCo, Parents / Carers</b>	<p>All external support agencies have a set of access criteria that a pupil must meet before a referral is made. Parental/ carer consent is always sought before a referral is made and will be notified if an appointment has been made to see your child in school.</p> <p>The range of agencies available include:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist,</li> <li>• Advisory Teachers for assistive technology, dyslexia, autistic spectrum condition, visual, hearing and physical difficulties,</li> <li>• Speech and Language Therapy,</li> <li>• Occupational Therapists and Physiotherapists</li> <li>• Nyland Outreach Team to support behaviour, emotion and social issues.</li> </ul>
<b>What adaptations do you make to the curriculum, teaching and the learning environment?</b>	
	<ul style="list-style-type: none"> <li>• Wanborough initially achieved the status of a Dyslexia Friendly School in 2008 and actively strives to maintain and improve its dyslexia friendly practice. Wanborough participates in the re-verification schedule that requires the school to organise a re-verification audit and visit every three years. The principles behind the quality mark are beneficial to all pupils. An outline of the standards and strategies can be found in the Dyslexia Friendly Guidelines: <a href="http://www.swindon.gov.uk/dyslexia">www.swindon.gov.uk/dyslexia</a></li> <li>• Class Teachers are expected to plan lessons and provide differentiated activities according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.</li> </ul>

	<ul style="list-style-type: none"> <li>• Our support staff can adapt the teachers planning to support the needs of your child where necessary.</li> <li>• Planning and teaching will be adapted regularly to meet your child's learning needs.</li> </ul>
<b>What adaptations do you make to ensure the school environment is accessible for all?</b>	
<ul style="list-style-type: none"> <li>• There is a marked 'disabled' car parking space to the front of the school.</li> <li>• All classrooms are on the ground floor or are accessible via a ramp.</li> </ul>	
<b>How will the school prepare and support my child when joining the school and transferring to a new school?</b>	
We aim to make any transition as a smooth as possible.	
<b>When starting Wanborough:</b>	<ul style="list-style-type: none"> <li>• The Reception Teacher holds an information evening in Term 5 for the parents of children starting Wanborough in September. Following this meeting, parents can request to meet with the Reception Teacher on an individual basis where any concerns can be discussed.</li> <li>• We encourage all new children and their parents / carers to visit the school prior to starting.</li> <li>• For children with SEN we would encourage further visits to assist with the acclimatisation of the new surroundings.</li> <li>• We have good liaison with the main pre-schools and nurseries to ensure that any records are passed on.</li> </ul>
<b>When moving classes in school:</b>	<ul style="list-style-type: none"> <li>• A transition planning meeting will take place with the new teacher during Term 6 regarding 'what works' for your child.</li> <li>• All Early Help Records and Plans/Provision Maps will have targets prepared for your child in Term 1 and will be shared with the new Teacher/TA. <i>Where possible, the new teacher will attend 'Team around the Child Review Meetings' prior to September.</i></li> <li>• All pupils have a session to meet their new teacher and T.A during Term 6. If required, transition sessions for children with SEN can commence in Term 5.</li> </ul>
<b>If your child is moving to another school:</b>	<ul style="list-style-type: none"> <li>• We will contact the school SENCo and ensure he/she knows about any support that needs to be made for your child.</li> <li>• We will make sure that all records are passed on.</li> </ul>
<b>Transition to Secondary School:</b>	<p>We have very flexible arrangements for transfer that can be adapted to meet individual needs.</p> <ul style="list-style-type: none"> <li>• The SENCo will arrange meetings to discuss the specific needs of your child with the SENCo of their secondary school, as appropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>• Additional visits can be arranged for your child, accompanied by your child's T.A, to become familiar with the secondary environment before or after the main induction days.</li> <li>• Support staff from the secondary school may be invited to see your child work at work at Wanborough and have the opportunity to discuss strategies with their current T.As</li> <li>• Your child will have the opportunity to work with a T.A prior to and after attending their induction visit to support their understanding of the changes ahead and discuss any concerns. This may include creating a 'Personal Passport' which sets out their strengths and the strategies that they find useful.</li> <li>• If your child has a Statement of Special Educational Needs the SENCo from the secondary school will be invited to attend the Transition Review.</li> </ul>
<b>How do you secure expertise among teachers and other professionals to support children and young people with SEND?</b>	
<b>Performance Management</b>	<ul style="list-style-type: none"> <li>• The Headteacher and senior teachers discuss and set targets for continued professional development of all staff as part of the performance management process.</li> <li>• A log is kept for all staff training.</li> </ul>
<b>Training</b>	<ul style="list-style-type: none"> <li>• Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. For example: The ASD Outreach service, Dyslexia Advisory Service and the Physical Impairment Service.</li> <li>• The Headteacher and senior teachers carry out a lesson observation programme for all teachers.</li> </ul>
<b>How do you support emotional and social development?</b>	
<b>Values and behaviour</b>	<p>We value every child's individuality.</p> <p>We value the development of the whole child - academically, physically, emotionally, socially and spiritually.</p> <p>All children learn about values through the Personal, Social and Health Education programme in school. School assemblies and class time is devoted to thinking about working towards the set 'value of the month'.</p> <p>Children's effort is praised and celebrated.</p> <p>As a school we have a very positive approach to all types of behaviour</p>

	with a clear reward system that is followed by all staff and pupils. Each class works together to develop a set of golden rules.
<b>Pupil voice</b>	<p>One Page Profiles are implemented with the SENCo. Here, the pupil is able to voice preferences and difficulties that may arise in and out of school. Time is spent with every pupil to reflect on their progress and review their targets.</p> <p>The views of pupils showing a concern are sought following guidance from the Early Help Record. The concerns may be recorded using the children's tools for example the Three House assessment tool where they are supported to draw or verbalise their:</p> <ul style="list-style-type: none"> <li>• House of worries</li> <li>• House of Good things</li> <li>• House of dreams</li> </ul> <p>Pupils are encouraged to reflect upon their learning and to talk to the teacher or T.A if they are worried about anything.</p> <p>Pupils with an Educational Health Care Plan are asked to contribute their views as part of the Annual Review process and if they feel able to are invited to attend.</p> <p>Pupil voice is also captured in the questionnaire that is given to all pupils.</p>
<b>School Council</b>	The school has a school council with two children elected representation from every class.
<b>Who can I contact for further information?</b>	
<b>School Staff</b>	<ol style="list-style-type: none"> <li>1. Your child's class teacher</li> <li>2. The SENCo</li> <li>3. The Headteacher</li> <li>4. The SEN Governor</li> </ol>
<b>School website</b>	<p><a href="http://www.wanboroughprimary.org">www.wanboroughprimary.org</a></p> <p>The website has information about all of the school policies including the SEN Policy.</p>
<b>Swindon Borough Council</b>	<p>Swindon Borough Council's Local Offer (This outlines all services to support children) can be found at <a href="http://www.mycaremysupport.co.uk">www.mycaremysupport.co.uk</a></p> <p><b>SENDIASS</b> (Special Educational Needs and Disability Information Advice and Support Service) This is a free statutory service funded by SBC to provide information, advice and support to parents / carers and children / young people and those with SEN and Disabilities</p> <ul style="list-style-type: none"> <li>• Initial enquiries 01793 466515 or email: <a href="mailto:parentpartnership@Swindon.gov.uk">parentpartnership@Swindon.gov.uk</a></li> </ul>

<b>Wanborough Primary's SEN Information Report will be reviewed regularly to reflect any changes.</b>	