

Wadworth Primary School

Brief description of the school

Wadworth Primary School is a LA maintained, one form entry primary school, with 160 children on roll, serving the small rural village of Wadworth.

As a school we are committed to developing the partnership between home, school, the community and the church. These links enable our children to develop intellectually, spiritually, morally, emotionally and culturally. We endeavour to offer a safe and stimulating environment where our children are happy and enjoy their learning.

Our school values the individuality of all children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our pupils matter. We promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individual and groups of children within our school to ensure minimal risk of underachievement.

How we identify if your child may need additional help and/or has special educational needs (SEN)

Under the New SEN Code of Practice 2015, a child has a special educational need if they have provision that is “**additional to** or **different from**’ that made generally for others of the same age. ’

The SEN Code of Practice 2015 also explains that Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children have difficulties that fit into one or more of these areas. Once the area or areas are identified, provision is made within the school targeted to support the individual need of the child. This may require the support of outside agencies.

We aim to provide every child with high quality teaching and this is monitored by the Senior Leadership Team. Every child's progress is continually assessed by his/her class teacher. Progress of all pupils in Reading, Writing and Maths is reviewed at least three times a year by the class teacher, subject leaders, SENCo, Inclusion Manager and Headteacher.

Children identified with SEN will usually have a SEN Support Plan (Individual Education Plan) with targets set that are designed to accelerate learning and close the gap. Progress towards these targets will be reviewed regularly, with the child and their parents, following an 'Assess, Plan, Do, Review' model. These are monitored and evaluated by the SENCo and interventions will be implemented as necessary.

How we involve parents and carers in meeting the needs of their child and in whole school developments

If there are any concerns regarding the progress a child is making, this will be discussed with parents. This will be an opportunity to share information and discuss concerns and plan any additional support the child may need. The involvement of outside professionals may also be discussed if it is felt that these would benefit the child.

Parents are actively involved in the planning, target setting and reviewing of progress of pupils who are supported with a SEN Support Plan or Education Health & Care Plan (EHCP) / Statement of SEND.

How we will involve your child in the planning and review of their support

Children at Wadworth Primary are involved in creating their learning targets in all areas (in varied ways dependent on their age), specifically on their SEN Support Plans. We believe that children know how they learn and they are the best teachers in explaining this to adults in school, therefore creating their small step IEP target with them is crucial.

Children are consulted throughout the school year and within different targeted interventions on their progress and how they feel about the learning they are taking part in. This information guides the development of targets and support towards their SEN.

How we match the curriculum, teaching and learning approaches if your child has SEN

We aim to provide high quality teaching for all pupils. The learning is differentiated to meet the specific needs of pupils in the class / group. We aim to adapt the curriculum wherever necessary to ensure it can be accessed by all pupils. This may be achieved through use of adaptive resources or altering tasks to ensure all pupils can access learning appropriately.

This may also involve adaptations being made to the learning environment as far as this is practical to do so.

Needs may be met through:

- Use of additional adults to support individuals / groups of learners.
- Additional resources to enable children to access learning.
- Engagement with other professionals and outside agencies.
- Provision of additional interventions including support with Speech and Language development, Occupational Therapy and Physiotherapy sessions, Social and Emotional development, Gross and Fine motor skill development.
- Support for the child and their family through the Common Assessment framework (CAF) as necessary.
- Additional support through home learning tasks etc.

How we provide additional support if your child has social and communication needs

The SENCO supports the class teacher in planning for children with SEND. Where necessary training is provided / accessed to develop all staff's knowledge of SEND, such as Autism Spectrum Disorder (ASD), dyslexia and speech and

language difficulties to improve the teaching and learning of children, including those with SEND.

Children with social and communication needs will be carefully monitored and assessed to identify their specific difficulties. A range of teaching strategies and techniques will be explored to find the most appropriate method of supporting your child.

Some children may require the support of visual timetable and teaching that is adapted to suit their individual needs.

A Whole school approach, with all staff working together to support individuals and to implement effective teaching strategies. This will provide the child with a consistent approach and allow them the best possible opportunity of reaching their full potential and managing their difficulties.

Some children may require additional visual prompts or resources to support their understanding and to allow them to communicate effectively. This may include the use of instruction reminder cards, choice boards or emotional picture cards.

Additional support from outside agencies may be requested for children with more complex social and communication difficulties. This would always be done in consultation with parents/cares. Programmes of support may be set by the outside agency and provided within school through targeted intervention.

How we provide additional support if your child has physical, sensory and/or medical needs

At Wadworth we work with Occupational Therapists, Physio Therapists and Speech and Language Therapist to support children by following programmes which are set that are specific to your child's individual needs.

Staff are trained to support children with physical and medical needs as appropriate.

Medical needs support is always in place via a care plan which is developed with parents and medical professionals and the SENCO. All staff are made aware of the care plans so that all can support. Medical support is developed according to the child's individual's needs. These are reviewed each term or if the need arises.

A physical disability may be supported by adapting the resources and environment to meet the child's specific needs. This would be done in consultation with parents/carers and the relevant agencies.

Your child may require a sensory curriculum that is specifically designed to meet your child's individual needs. This may involve their learning tasks broken down into shorter, more manageable chunks with carefully planned sensory breaks. It may also involve a much more multi-sensory approach to learning with the use of additional resources and materials to focus their attention and to stimulate their speech and language.

How we provide help to support your child's emotional health and well being

The Emotional and Social development of every child is fostered through the ethos of the school. We implement the Social and Emotional Aspects of Learning (SEAL) programme across the school to promote positive attitudes and well-being. In addition we provide additional support for identified pupils:

Social, Emotional and Behavioural support on a 1 to 1 or small group basis with a learning mentor. This may be for a short period of time to offer nurture and support during a challenging situation or it may be necessary for a longer period of time, depending on the child's individual needs.

Social and emotional skills development for identified pupils at lunchtime. If a child is experiencing emotional difficulties that are impacting on their well-being then a meeting with parents will be requested by the class Teacher, SENCO or Head Teacher to discuss the most appropriate support.

A referral to external agencies may be required if your child is experiencing prolonged emotional and social difficulties that is impacting on their emotional well-being. This may involve Occupational Therapy, CAMHS, Educational Psychologist or the School Nurse. This may involve the child being assessed and school being advised to offer a programme of support or adapted teaching techniques.

Further interventions may be implemented as the needs of children are identified.

How we promote developing independence

Starting in Reception, we promote independence by ensuring all children have a voice that can be heard and the provision in place to ensure they can do this in a safe, caring environment.

Classroom resources are readily available and accessible in order to promote the independence of the children. By knowing the classroom layout and equipment children can source what they need when they need it.

Children are given responsibility in a number of ways both in the classroom and in the wider area of the school. Monitor jobs are given and selected Upper Key Stage Two children are playground leaders responsible for engaging the Foundation Stage Children and Key Stage One children in play. Throughout the entire school we nurture positive relationships and attitudes by promoting Wadworth's Five school rules. Children receive positive praise verbally and in the form of team points for following the rules, showing good manners, respect for others and trying their best.

Wadworth School Council is an elected group that has input into how the school is run and they take the lead on specific issues e.g. organising special events, fund raising. The school council is made up of a range of ages and this also allows for developing independence and personal responsibility.

How we measure and review your child's progress against their targets and longer term outcomes

Through day to day teaching and learning, children are continually assessed and teachers' planning responds to this. Ongoing feedback and dialogue between teacher and children happens daily in their work, as a result of our marking and feedback policy, and where issues are identified they are acted upon quickly through 1:1 and small group intervention and support.

For particular children more in depth assessments may be required. Some of these can be carried out in school and sometimes we ask external agencies to carry these out.

For children with additional needs Educational Support Plans are developed through consultation with everyone involved with the child. This includes parents, outside agencies and the child themselves, as well as the staff in school. These plans are monitored regularly and meetings take place at least termly, though often more regularly if this is appropriate for the individual, to discuss progress and determine next steps. If a child is making positive progress, further targets can be set and reviewed at a later date. When targets are not met and more support is required, this can be given in the form of an Education Health Care Plan (EHC Plan) which is reviewed annually.

Children that are supported by a Statutory Assessment (statement) or and Educational Health and Care Plan (EHCP) will have a review at least annually to review both short term and long term outcomes. This will involve parents, education and the local authority. New short term and long term targets will be set in response to the views and opinions of everyone involved.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEN

The school building is assessed annually to ensure it meets all requirements in line with the disability building regulations. An accessibility plan is developed to ensure all changing needs are addressed.

We regularly review our provision and develop our school environment for children with additional needs in mind. We work with Occupational Therapy, Physio Therapy and other agencies, who help to adapt our learning environments in order to ensure that individual children have access to all learning opportunities.

Visual timetables are often displayed in classes in order to communicate with the children in an easy way what will happen throughout their day. We are flexible and allow our learning environments to be ever evolving to ensure all are catered for.

Additional resources to support a child's individual needs such as sensory toys, etc. will be provided to promote the child's safety and well-being.

We have disabled access and this allows for ease of access, both for pupils and other visitors who may have additional needs or be wheelchair users etc.

We have two disabled toilets. A changing bed is fitted in the Reception Classroom toilets to provide appropriate facilities for children to be changed if necessary.

How we include children with SEND in the life of our school

At Wadworth, Children with SEND have the same entitlement and opportunities as any of the children do. We work with professionals to overcome any issues that may need supporting to ensure this. We ensure to make reasonable adjustments to ensure that children with SEND can take part in a full range of school activities. Any adaptations to the curriculum are based on individual needs with the goal of including the young person with SEND socially and academically. Children in our school also take part in extracurricular activities where additional support may be necessary i.e. the SENCO will ensure that children are supported where necessary for physical activity sessions.

Any child identified with SEND will have an Educational Support Plan or a Care Plan that will clearly identify specific equipment or facilities a child needs to keep them safe and secure. Staff training will be provided to meet a child's individual needs.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

Wadworth Primary School tries to in ensuring that all children's needs are met. We have regular staff meetings to ensure all staff are kept up to date with SEN developments.

Through staff appraisal, development needs are identified and catered for. This may include 'in-house' training or attendance on a course or online training. If we admit a child for whom specialist training is needed e.g. Epipen use, training is provided as soon as possible.

Any additional training required is always kept up to date. The SENCO takes part in termly Network Meetings with the Local Authority and regular SENCO Pyramid Meetings to ensure that we are meeting the requirements for children.

The SENCO and class teacher may also work closely with specialists from external support services that may provide advice or direct support as appropriate.

External support and expertise we can call upon to help us to meet children's need

We actively engage with other professionals and outside agencies including:

- Educational Psychology Service
- Social Care
- Support services for pupils with Visual Impairment, Hearing Impairment, Physical Impairment, Autistic Spectrum Disorder etc.
- Parent Partnership Service
- Outreach Support from Special Schools
- School Nursing Service
- Child Epilepsy Nurses
- Child Diabetic Nurses
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Services
- Edlington's Children's Centre

How we prepare children to join our school

We aim to make every transition between phases of education as smooth as possible.

To ensure a smooth transition from a nursery or preschool we will:

- Visit nurseries to meet your child and talk to their Key Person
- Receive and use relevant paperwork from the nursery
- Arrange visits to school before your child starts school – providing the opportunity for them to experience dinnertime routine and a stay and play session
- Speak with agencies already involved with your child, e.g. Speech and Language Therapists to discuss their targets

If a child moves from another school with SEND

- The SENCO will liaise with the previous school/setting to ensure approaches and support remains consistent (wherever possible) and arrangements to support the child will be made. Information will be shared and discussed

Moving year groups within school:

- Teachers have SEN transition / planning meetings to share information on identified pupils. SEN Support Plans (IEPs) are written by the previous teacher towards the end of the Summer Term to ensure consistency as the child moves into the next year group.

How we prepare children to move on from our school

Moving to another school:

If we are provided with the contact details of the new school, the SENCo will contact them and discuss the specific needs of the child and share information, before official documentation is sent to the new school.

When pupils are leaving Year 6 and transferring into Secondary school, the SENCo and/or Year 6 teachers will discuss the needs and provision for pupils with SEN with the SENCos of the receiving Secondary schools. Information / Support Plans will be shared and discussed.

If the child has an EHC Plan (statement) the SENCO from the child's preferred secondary school will be invited to the Annual Review Meetings in Year 5 and Year 6.

Transition opportunities will be provided for all pupils on the transfer to Secondary school and additional visits etc. arranged for pupils with SEN as required.

How we deploy our resources to meet the needs of children with SEND

All of our staff are highly trained and are deployed strategically according to needs of the children and to encourage maximum impact. Children with additional needs may be supported 1;1 or within small groups. Intervention and support is developed and targeted according to need.

Where needs cannot be met, we act upon the advice from outside agencies such as the Educational Psychologist, Speech and Language Therapy and the School Nurse.

Contacts for more information

Head teacher/ Principal: Mr Peter McLean

Chair of Governing Body: Mr E. Hardy

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Website: <http://www.wadworthprimary.org.uk>

SEND Policies and SEN Information Report link(s):

<http://www.wadworthprimary.org.uk/SENPOLICY>

<http://www.wadworthprimary.org.uk/INFORMATIONREPORT>