



SEN Information Report

January 2023

Wray with Botton Endowed Primary School

SEN Information Report

(In line with the SEND Code of Practice p106 Section 6.79)

Address: School Lane, Wray, LA2 8QE

Telephone: 015242 21337

Website address: www.wrayendowed-school.co.uk

Age range of pupils: 4-11

Head Teacher: Anne Phillips

SENCo: Claire Hargreaves

Please address any enquiries to: head@wraybottan.lancs.sch.uk

The kinds of SEND we provided for.

WRAY IS A MAINSTREAM PRIMARY SCHOOL WITH AN INCLUSIVE ETHOS.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At Wray Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child needing more support, either academically, emotionally or physically, in order to access the curriculum, learn, enjoy and thrive
- Staff noticing indicators of known conditions
- Concerns raised by a parent or medical professional
- Liaison with external agencies or professionals such as speech and language therapists, occupational therapists or educational psychologists
- Use of tools for standardised assessment such as: DEST (Dyslexia Early Screening Test)
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Authority in partnership with the school's Governing Body, as the Admissions Authority.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

- Children who have Individual Provision Maps (IPMs) discuss their progress and targets regularly and are involved in decisions about their provision and how they want to be supported
- Each pupil is treated as an individual – their wants and needs are central to planning their provision
- As part of good practice in class, teachers continually assess and provide feedback and have discussions about how to further learning and pupils are actively involved in this process
- If a child has an EHCP, their views will be sought before any review meetings (where appropriate they will attend all or part of the review meeting)
- Pupils complete a One Page Profile giving them the opportunity to document their learning preferences
- Children contribute to the 'All About Me' profile prior to a request for Statutory Assessment
- SEND children have IPMs that identify strengths, areas for development, learning preferences and interests and help them to take ownership of their progress
- Pupils are involved in planning interventions/provision to support their needs
- Children are routinely asked to reflect and share how they feel they are progressing, during the course of their daily learning journey
- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

- School will make adjustments to accommodate the needs of pupils and their parents on an individual basis and will communicate with parents in a range of ways such as: face to face; via email; by phone; by home/school diary

- Parents are directly involved with decisions around how their child will be supported and will be asked to contribute to the writing and updating of IPMs
- Parents are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss their child
- Where appropriate, pupils may be provided with a home/school diary where parents and school can communicate in 'informal' written form
- All parents are invited to termly parents' meetings
- EHCP reviews are held annually and parents are always invited to contribute

**How will the curriculum be matched to my child/young person's needs?
How is the decision made about the type and quantity of support my child/young person receives?**

- Details of our curriculum is available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs
- The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate
- Parents are informed about decisions around how their child will be supported and will be asked to contribute to the writing and updating of IPMs
- Provision Mapping is used to enable additional support to be provided, assessed and evaluated. Support can be increased if the child's needs are not yet met and referrals can be made to other professionals/external agencies
- All pupils will have access to the appropriate resources needed in order to help them to make progress e.g. phonics mats, coloured overlays, software and tailor-made materials, which they have been involved in producing
- The SENCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times

- The governor responsible for SEND also meets regularly with the SENDCo. A report is presented to the governors annually to keep them all informed of school or LA (Local Authority) information re SEND priorities and developments
- The governors are informed of priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to achieve their potential at each stage. This will include resourcing appropriate equipment and facilities.
- Our SENCo and Head oversee the progress of any child identified as having SEND
- All pupils will have access to Quality First Teaching
- From time-to-time pupils may be taught as part of a large group, in small groups or 1 to 1. Support will be tailored to the individual needs of each pupil. Class teachers and the SENCO will plan provision appropriate to the needs of each child and will make adjustments to accommodate the needs of each child.
- Support may be provided by teachers and teaching assistants. Some pupils will have an allocated Key Person.
- IPMs are regularly reviewed and pupils' progress towards their individual targets is tracked in ways that are appropriate to the nature of their individual needs

How accessible is the school environment?

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

- Our building is divided into two levels and each is accessible for wheelchair users via external doors and an access ramp to the upper floor via the KS2 playground. There is a step at the top of the access ramp, meaning that assistance would be necessary to gain entry though the door. The approach to the KS2 playground is sloped. Internally there are stairs linking the upper and lower floor.
- There is a spacious disabled accessible toilet on the lower floor.
- There is car parking space on the roadside by the school.
- Displays are accessible and clear.
- Relevant policies and procedures can be found on the school's website (<http://www.wrayendowed-school.co.uk>) and information is sent to parents and carers via a weekly newsletter, emails and text messaging
- Where staff are aware of parents or carers' additional communication needs, extra time is taken to relay messages face to face and provide as much support as possible.
- We have available technological aids (eg laptop / iPad/ Kindles) for pupils' use. There are interactive whiteboards installed in each classroom.

- All furniture in the school is modern and age/height appropriate for pupils in each class. Resources are stored in such a way that they are accessible for pupils and encourage independence.
- Visual timetabling is used to support learners and visual cues are used to enhance communication with children and parents whose first language is not English and who have other additional language and communication needs
- Health and Safety notices (including Fire safety notices) are plentiful and there is emergency lighting in the downstairs corridor.
- We can work with external agencies such as the school nurse and occupational therapists to provide specialist equipment and resources where necessary
- If you have specific access queries or concerns, please speak with us

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

- As a school we track and analyse the children's progress in learning against national age-related expectations and against their own individual targets on a termly basis
- The class teacher continually assesses each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details
- Pupil Progress Meetings are held termly. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- We carry out a Baseline Assessment on all our children upon their entry to YR. Children with language difficulties are re-assessed at key points to enable us to monitor progress
- Where specific needs are apparent, the school has a range of resources which can be used to explore a child's strengths and difficulties in more depth, for example DEST and various standardised assessments, such as Single Word Reading/Spelling, educational psychologists and speech and language therapists
- The school engages support and advice from external agencies such as educational psychologists and speech and language therapists
- The Headteacher and SENCo report regularly to the Governing Body. We have a governor (Stephanie Evans) who is responsible for SEND, who meets regularly with the SENCo and attends briefing sessions They also report back to the Governing Body
- All pupils on the SEND register have an IPM detailing their needs, what support is being provided and targets. IPMs are a working document under constant review.

Parents are directly involved in the target setting process and as part of that process will be made aware of how their child is progressing towards or meeting their targets. Pupils will also be central to planning their provision.

- IPMs will also detail ways in which pupils can be supported at home – these will be specific to each child
- Our provision includes various platforms for home learning such as Doodle and Purple Mash

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

- All staff have undertaken mandatory Level 1 Safeguarding Training and this is updated yearly. The focus is general child protection as well as the 'Prevent' agenda (CSE / FGM / radicalisation, plus online safety, plus the Sept 2018 version of 'Keeping Children Safe in Education')
- We ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way
- Staff carry out research to develop their knowledge and improve practice relevant to the specific needs of individual pupils, staff attend further training where appropriate
- The whole school has an SEND focus area each term – over the course of the term we review our practice and our provision; review our training needs; and have focused discussion and training sessions to reflect on and refine our practice.
- We are keen to seek advice and share knowledge with other professionals to improve our provision. For example, we invited professionals from a local Special School to visit our school, deliver training and review our provision.
- The majority of our staff are Team Teach qualified
- Staff are qualified in First Aid and Paediatric First Aid
- Through consultation with parents, we liaise with specialist services that have already identified a child's needs. We also signpost parents to services where we identify a need; and we make referrals to relevant services

- Our teachers are all highly experienced and are reflective practitioners keen to gain more knowledge and improve practice relevant to the changing needs of our individual pupils
- Our SENCo attends training and keeps up-to-date with SEND issues; this is then disseminated to staff within school
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations, technology etc. as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists), education psychologists

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- We encourage all new children to visit the school prior to starting and this is facilitated by visit days organised by the next school
- Our Year 6 teacher and SENCO meet with the Year 7 representative from each school and Year 7 representatives visit our school to meet with pupils
- Our SENCO visits the next school where appropriate to discuss the needs of individual pupils
- We offer extra support as appropriate to prepare pupils for Year 7. This extra support is personal to each pupil and is detailed on their IPM, but may include such things as: Social Story interventions; life skill sessions; learning skills
- We will organise additional visits to the new setting as appropriate and our staff will accompany pupils on visit days, to support them in understanding their new setting – including journeys to and from school and lunchtimes etc
- For children starting in Reception, the Headteacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other
- A transition form is sent to all pre-schools and other schools prior to children transferring to Wray School. The Teachers will visit all settings where pre-school children attend
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood

- If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools. If this involves needs that have not been previously supported, staff training will be prioritised to meet the child's needs
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.
- When children with SEND leave school we always arrange meetings with the receiving school's SENCo and/or Head of Year etc. A transition plan is agreed and all stakeholders, including the child and parents, are included.

How will my child/young person be included in activities outside the classroom, including school trips?

- In line with our Equality Policy, all children are included in all parts of the school curriculum and we aim for all children to be included on school trips and in sport and music activities. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- The school does operate extended services: a before and after school club. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging, however our lunchtimes are supervised by teaching staff who know the children well. Each child's needs will be considered on an individual basis and provision will be detailed in their IPM.

What support will there be for my child/young person's overall well-being?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- Staff have specific training to meet the medical needs of each pupil. Where a pupil has specific medical needs, we ensure that there is an appropriately trained member of staff on site at all times
- The school employs a range of support staff who have exceptional relationships with the children
- Any additional adults working with vulnerable children requiring support during the school day, will work under the direction of the SENCo or Headteacher

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- Parents need to contact the school if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown.
- In accordance with Lancashire LA guidelines, medicines are only administered to children when a Care Plan is in place or when the headteacher gives specific permission.
- Medicines are kept in staff areas where they are not accessible to children and children are not usually allowed to self-administer medication.
- Exceptions to this are asthma inhalers; usually children are expected to manage asthma inhalers although a number of children may be assisted by staff members.
- We do currently have several children with Care Plans. Certain children with Care Plans do administer their own medicine and this is detailed in the plan. This is overseen by staff and the necessary medication is kept safely in an appropriate place.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.
- The vast majority of staff hold first aid qualifications (including paediatric first aid), which are updated regularly; there is always a member of staff on site with appropriate training to meet the needs of pupils on site.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has behaviour and exclusion policies available on the school website. If a child has significant difficulties with behaviour, an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- In the majority of cases behaviour is linked to emotional needs and details of how a pupil needs to be supported will be addressed in their IPM.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the LA Attendance team or Children's Services if this becomes a concern.

- The school are also able to support families in making contact with other agencies who can provide appropriate support.

HOW DO WE DEAL WITH BULLYING AND SUPPORT SEN CHILDREN?

- We recognise that children with SEND are more vulnerable to bullying in and out of the school environment
- We also recognise that some SEND children have low levels of resilience and can struggle in challenging situations
- We are committed to making our very best endeavours to ensure that all pupils feel safe, secure and able to thrive in our school environment
- Our school's anti-bullying policy (available on the school's website) states the procedures we take for dealing with bullying
- Parents are always involved when bullying incidents occur and we aim to secure parents as 'a part of the solution' when SEND children have such challenges

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Pupils with IPMs are involved in: planning and setting targets; assessing their own learning in relation to their personal targets; and deciding how they like to be supported. IPMs are under constant review and are a working document; with a formal review point termly.
- If your child has an EHCP, their views will be sought before any review meetings (as is age appropriate) and they may attend all or part of review meetings – as is appropriate
- Children contribute to the 'All About Me' profile prior to a request for Statutory Assessment
- Children complete a One Page Profile which allows them to document how they like to learn and how they wish to be supported
- IPMs identify strengths and development areas and help pupils to take ownership of their needs
- All pupils are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

- As a school we track and analyse the children's progress in learning against national expectations age-related expectations and their own personal targets on a termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

- Pupil Progress Meetings are held termly. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed and then implemented
- We carry out a Baseline Assessment on all our children upon their entry to YR.
- Children with language difficulties are re-assessed at key points to enable us to monitor progress
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth
- If any of our pupils have Education, Health and Care Plans these are managed in accordance with local authority guidelines.
- Progress of pupils with EHC Plans is reviewed half-termly and formal annual review meetings attended by all involved parties are held annually
- Where pupils without EHC plans are supported by other professionals, school ensures that the professionals are involved in planning and assessing individualised provision
- We review the impact of specific interventions recording the nature of the intervention, its duration and a measure of progress made
- The Headteacher and SENCo report regularly to the Governing Body. We have a governor (Stephanie Evans) who is responsible for SEND

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

- We liaise with specialist services that have already identified a child's needs.
- We also signpost parents to services where we identify a need.
- We refer to other professionals for advice, support and training wherever possible
- We refer to other professionals to gain support appropriate for individual pupils wherever it is available
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school
- The following are examples of services that may be accessed in school or externally (via other professionals by arrangement):
 - occupational therapy
 - physiotherapy
 - speech and language therapy
 - nurture support
 - mental health services
 - support for the visually impaired
 - support for the hearing impaired
 - school nursing services
 - counselling services
- The school seeks to quickly engage support and advice from external professionals whenever a need is identified. Parents are always involved in this process.
- In some cases it may be appropriate for the school to work with parents to complete an Early Help Assessment

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

- General information relating to SEND can be found on the school website
- Concerns should be raised with the class teacher or SENCo in the first instance
- Unresolved concerns should be raised with the Headteacher

- The school has a complaints policy, which is available on the policy page of the school website
- Further information is available from the SENCo (Claire Hargreaves), Headteacher (Anne Phillips) or, in exceptional circumstances, the SEND Governor (Stephanie Evans).
- You might also wish to visit the following websites:
Parent Partnership Service:
<http://www.lancashire.gov.uk/children-educationfamilies/special-educational-needs-and-disabilities/help-for-parents-and-carers/parentpartnership-service.aspx>
IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk

Where can I find information on where the local authority's local offer is published?

Lancashire County Councils Local Offer: <http://www.lancashire.gov.uk/send>