



Willoughby Primary School  
Learning for Life

# Willoughby SEND Information Report

## Overview

Willoughby Primary School is an inclusive mainstream school that aims to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

There are a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis. The needs generally fall into one or more of the following categories: Cognition and Learning; Communication and Interaction; Social; Mental and Emotional Health; and Sensory and/or Physical Needs.

Schools utilise the LA Local Offer to meet the needs of SEN pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

## Areas of Need Explained

The following chart gives a brief overview of the four areas of need:

Area of SEN	Relating to difficulties with:
Communication and Interaction	<p><b>Children may have a delay or disorder in one or more of the following areas:</b></p> <p><b>Attention/Interaction skills:</b> May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p><b>Understanding/Receptive Language:</b> May need visual support to understand or process spoken language. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><b>Speech / Expressive Language:</b> May use simplified language and limited vocabulary. Ideas and conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p>

<b>Cognition and Learning</b>	<p><b>May have difficulties with the skills needed for effective learning such as use of:</b></p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of number</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul> <p><b>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</b></p>
<b>Social, Mental and Emotional Health</b>	<p><b>May have difficulties with social and emotional development which may lead to or stem from:</b></p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties</li> <li>• Attention difficulties (ADHD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> </ul>
<b>Sensory and/or Physical</b>	<p><b>These pupils may have a medical or genetic condition that could lead to difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smells / light / touch / taste.</li> <li>• Toileting / self-care.</li> </ul>

## 'Waves' of Provision

The provision we give pupils with SEN can be thought of as coming in 3 waves:

**Wave 1:** Inclusive high-quality teaching for all through differentiation in lessons.

**Wave 2:** Additional interventions to enable children to work at age related expectations or above.

**Wave 3:** Additional highly personalised and focused interventions.

The following chart gives examples of how this might look in practice, supporting pupils in the four main areas of SEN:

<b>Area of need</b>	<b><u>WAVE 1</u> Whole school approach - quality first teaching</b>	<b><u>WAVE 2</u> Targeted support for individuals or small groups</b>	<b><u>WAVE 3</u> Specialised interventions for those with additional needs</b>
<b>Communication and Interaction</b>  Speech, Language and Communication Autistic Spectrum Disorders	Drama and role play Peer interaction Outdoor learning activities Full inclusion in all school assessment and tasks Clear verbal instructions and explanations which can be simplified along with visual or concrete support Visual timetable	Small group social learning A range of technology to support learning	1:1 speech therapy 1:1 support where needed Application for an Educational Health Care Plan (EHCP) if appropriate
<b>Cognition and Learning</b>  Moderate learning needs Severe learning difficulties	Whole school approach to basic skills in maths, reading, writing and spelling Volunteer reading support	SENCO observation and/or assessment Parent discussion with SENCO and class teacher Small group phonics interventions Pre-teaching Literacy interventions Maths interventions Comprehension skills 1:1 support for defined sessions per week	Switch on Reading Fully inclusive curriculum Access to an Educational Psychologist Application for an EHCP, if appropriate 1:1 support where needed SENCO assessments and monitoring to ensure appropriate intervention and access to learning

<p><b>Social, Mental and Emotional health</b></p>	<p>All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding  Promotion of our school values  Opportunities for children to talk about any fears, confusion and worries  Continuity of care and minimal disruption of routines during a crisis</p>	<p>Time out  Counselling  Self-esteem work  Anger management  Behaviour logs</p>	<p>Referral to CAMHS (Child and Adolescent Mental Health Services)  Support from Rushcliffe Primary Behaviour Partnership  Application for an EHCP, if appropriate  1:1 support where needed  SENCO assessments and monitoring to ensure appropriate intervention and access to learning</p>
<p><b>Sensory and/or Physical</b>  Hearing Impairment  Visual Impairment  Multi-Sensory Impairment  Physical Needs  Medical Needs</p>	<p>Whole school approach  After school clubs  Outside play areas  A fully inclusive and differentiated curriculum approach according to individual needs  Audit of environment to consider adaptations (as required)  Modification of organisation, routine and environment if required  Access to a base for therapy if required</p>	<p>1:1 fine motor-skills  Play therapy  Handwriting practice  Targeted small group or individual intervention to address specific needs such as: self-help skills, keyboard skills and independence  Physical aids where necessary or where advised by specialists</p>	<p>Access and liaison with the Occupational Therapist  Access and liaison with the Physiotherapist  SENCO assessments and monitoring to ensure appropriate intervention and access to learning  1:1 support if required  A place for time-out or exercise if necessary  Extra support and access to appropriate ICT interventions if needed  Application for an EHCP, if appropriate</p>

## Commonly Asked Questions

### **1. What kinds of special educational needs does the school/setting make provision for?**

Willoughby Primary is an inclusive mainstream school. We strive to ensure that all pupils, regardless of their needs, make the best possible progress in school. There is a range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others times they may continue through a child's school life and some children may have a specific diagnosis.

### **2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

If your child has a diagnosis, Inclusion Support Service or other agencies may inform our school about a forthcoming admission of a child with SEND. When children transfer from other schools, SEND information is passed on to us. If your child is identified as not making sufficient progress, or the class teacher and/or SENCO have concerns, the class teacher and SENDCO will complete a concern form. The school will set up a meeting to discuss this with you in more detail, to plan any additional support your child may need and to discuss with you any referrals to outside professionals. If it is agreed that the child needs extra intervention other than quality first teaching, the child will have an IEP with specific targets. These are manageable targets at the child's level for them to work on during interventions. If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be worried that your child is not making progress, you can contact the SENCO to arrange a meeting to discuss your concerns.

### **3. Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details?**

The school SENCO is Alice Smith. She can be contacted by telephone at school on 01509 880620 or by email: [office@willoughby.notts.sch.uk](mailto:office@willoughby.notts.sch.uk)

### **4.a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?**

Formative and summative assessments are used to track the progress of each individual child. Staff discuss the outcomes of these informally on a regular basis and more formally at pupil progress meetings. This is monitored by the SENCO. Gaps in learning are quickly identified allowing for early intervention and support. Interventions are tracked, monitored and assessed in terms of impact on learning to ensure progress is made. The SENCO and Head Teacher are responsible for monitoring the effectiveness of interventions and support teachers in their reviews and evaluations. Additionally, frequent discussions take place about children's well-being and behaviour. Parents are kept informed about progress, well-being and behaviour at review meetings and parents evenings and through informal discussions, when needed.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO alongside the Head teacher and information is gathered from different sources, such as intervention tracking and pupil progress data, as well information given by parents at review and parents evenings. This will

be collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

#### **4.b) How will both the school and I know how my child is doing? How will the school help me to support their learning?**

The school tracks attainment using formative assessment and summative assessment data, which is discussed in pupil progress meetings with class teachers, and the Head Teacher. If there is a concern about a child's progress, discussions will take place with the SENCO.

Reasons why a child might not be making expected progress, are explored and measures put in place to address this. If necessary, when a child is not meeting age-related expectations and/or making the expected progress, they will be put forward for intervention.

Interventions and extra support are recorded on provision maps generated by the SENCO and provide an overview of provision throughout the school. The SENCO also provides staff with termly intervention tracking where progress tracking is used to monitor, review and evaluate the interventions used to support children.

#### **5. What is the school's approach to teaching pupils with special educational needs?**

Pupils with SEN are given full access to the curriculum through quality first teaching and reasonable adjustments are made within lessons to support them. Every effort is made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made and support timetabled.

#### **6. How will the curriculum and learning be matched to my child's needs?**

Strategies to ensure all children can access the curriculum include:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training for all staff on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- Use modelling, clear instruction and small progressive steps within lessons
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group interventions are available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

#### **7. How are decisions made about the type and amount of support my child will receive?**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are

such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

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

The school curriculum is regularly reviewed by the Head teacher and SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. Reasonable adjustments will be made to ensure children can access extra-curricular activities and school visits. This may involve 1:1 TA support if required.

### **9. What support will there be for my child's overall well-being?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes deliver PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer small group support. If your child still needs extra support, with parental permission the SENCO will access further support through the Rushcliffe Primary Behaviour Partnership or the Children and Adolescent Mental Health services (CAMHs).

### **10. What training have staff supporting special educational needs had and what is planned?**

Staff have regular training and updates of SEN issues, medication use, resources and interventions available for our pupils, in order to ensure all staff are able to manage pupils accordingly. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The Head teacher and SENCO ensure that training opportunities are matched to school development priorities and those identified through the use of provision mapping.

The school is a member of the Rushcliffe Learning Alliance (RLA) and all staff attend a variety of training through the Alliance. The SENCO attends a specific SEN training event termly. TAs also access SEN training through the RLA.



The South Wolds family of schools and the RLA schools will also provide support and we will use expertise within the schools to train each other where possible.

### **11. What specialist services and expertise are available or accessed by the school?**

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Rushcliffe Primary Behaviour Partnership (specialist behaviour support)
- Health including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians
- Physical Disability Support Services
- OT (Occupational Therapist)
- The Speech & Language Therapy service.
- We also work closely with Social Care and the Educational Psychologists.

Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

### **12. How will equipment and facilities to support pupils with special educational needs secured?**

All pupils with SEN will have access to Element 1 and 2 of a school's budget (up to £6,000 per year). Some pupils with SEN may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

In order to access this funding the SENCO will write a bid in conjunction with the class teacher and the support staff. Every effort will be made to secure additional funding from the Family bidding process and other agencies should this be considered necessary. We work together in a 'contracted delegation' system which means we meet as a family of schools to moderate our additional funding bids and then review the family allocations. We also meet to support training needs. The family of schools also support each other with specialist knowledge and joint training. The SENCO and the Head teacher will allocate the funding in the best way they believe necessary to support individual children's needs. This may include:

- Teaching assistant support within the classroom as part of a small group
- Teaching assistant support outside the classroom as part of a small group
- Teaching assistant support on an one to one basis in the classroom
- Teaching assistant support on a one to one basis outside the classroom
- Assistive technology
- Software
- Intervention packages
- Staff training
- Specialist bought in staff e.g. counsellors

### **13. How accessible is the school?**

Our school is fully wheelchair accessible and has a disabled toilet. Where feasible we make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.

### **14. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child?**

Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's Individual Education Plan. Information on support agencies, including the Parent Partnership Project, is available from the SENCO. Parents/carers receive information about Special Educational Needs at Kinoulton Primary School in their admission packs.

Parents can contact their class teacher at the beginning or the end of the day to make an appointment or by phoning or emailing the school office. Parents are kept up to date with their child's progress through parent's evenings, review meetings and reports at the end of each year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **15. What are the arrangements for consulting children with SEN and involving them in their education?**

We value and celebrate children being able to express their views on all aspects of school life. This is usually carried out through the School Council, which has an open forum for any issues or viewpoints to be raised. If your child has an Individual Education Plan or an EHC Plan then their views will be obtained before any meetings and will form part of the review.

### **16. What do I do if I have a concern or complaint about the SEN provision made by the school?**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The School Complaints Procedure is available on the school website.

### **17. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils, aid school inclusion and provide support for parents.

The following services will be involved as and when it is necessary:

- Schools and Families Support Services
- Early Years Support
- Sensory Impaired Support
- Speech and Language Therapy Service
- Educational Psychology Service
- School nurse / Health Visitor
- Community Paediatrician
- Occupational Health
- Physical Disability Support Services
- Physiotherapy
- Parent Partnership
- Sure start
- Rushcliffe Primary Behaviour Partnership
- Targeted Support

**18. How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?**

The Governing Body supports the school in agreeing to staff training and supports the Head teacher/SENCO in utilising outreach services in order to obtain appropriate support for children and their families.

**19. How will the school/setting prepare my child to:**

**(i) Join the school/setting?**

If your child is joining us from another school the SENCO will contact the school your child is transferring from to discuss your child's needs. If your child would be helped by a transition book to support them in understand moving on, then one will be made for them. Your child will be able to visit our school and stay for a taster session, if this is appropriate. Where possible a planning meeting will take place with the SENCO from the transferring school.

**(ii) Transfer between phases of education (e.g. from Key Stage 1 to 2, from primary to secondary etc.)?**

When moving classes in school information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Targets and IEPs will be shared with the new teacher. If your child would be helped by a transition book to support them in understand moving on, then one will be made for them.

In year 6 the SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school. Where possible, your child will visit their new school on several occasions. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

**(iii) Prepare for adulthood and independent living?**

When necessary the curriculum for pupils with SEN is adapted to include real life situations.

**20. Where can I access further information?**

If your child has a special educational need of any sort and you are thinking about joining our school please phone to arrange a meeting with the Head teacher and SENCO as early as possible. More information about the school in general can be found on the school website

[www.willoughby.notts.sch.uk](http://www.willoughby.notts.sch.uk)

You can find further information about what Nottinghamshire County Council offers to support children with SEN and their parents/carers at their website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)