Willow Primary Academy

**SEND INFORMATION REPORT SEPTEMBER 2024**

The SEND Information Report outlines how the SEND Policy offer for SEND will be implemented within Willow Primary Academy. This document provides information about the support Willow Primary Academy offers pupils with Special Educational Needs and Disabilities (SEND) and ways in which parents, children and young people may access the support required. The report should be read in conjunction with the Trust, SEND and Safeguarding policies as well as the school accessibility plan, which can be found on our website. The Local Authority’s local offer gives details of services available for pupils with SEND and their families. This can be found at Glos Families Directory www.glosfamiliesdirectory.org.uk.

**Head Teacher: Mr Pete Hales (Headteacher)**

**SENCO: Miss Annie Martin**

**SEND Governor:** **Kirsty Doorbar**

1. **What kinds of SEND are provided for at Willow Primary Academy?**

There are four areas of need as stated in the SEND Code of Practice, 2014:

* Communication and Interaction
* Cognition and Learning
* Social Emotional and Mental Health difficulties
* Sensory and/or Physical.

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil’s progress.

1. **What are the school's policies for the identification and assessment of pupils with special educational needs?**

The school’s policy for identifying children with SEN is in line with the SEND Code of Practice 2014. The school recognises that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. As defined in the 2014 Code of Practice, the school accepts that a young person has a learning difficulty or disability if they:

* Have a significantly greater difficulty in learning than the majority of others of the same age; or if
* Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational needs can be initially identified through information given to the school during the transition process from primary nursery and families, including information about any diagnoses or past interventions from Educational Psychologists or other therapeutic professionals. Identification can be made through analysis of early screening or can come from a teacher or any other member of staff reporting concerns to the Special Educational Needs Co-ordinator (SENCo). Following a report, the SENCo then: co-ordinates collections of evidence from teaching and support staff; analyses assessment and progress data; and reviews evidence gathered from any external professionals, parents, and from the student themselves. Once need is accurately identified, strategies and reasonable adjustments are recommended to meet individual needs. When necessary, outside agencies will be contacted where the need is deemed to require support outside of the school’s expertise or resource.

1. **How the school’s policies make provision for pupils with Special Educational Needs, whether or not they have Education Health Care Plans, including:**
2. **How will the school evaluate effectiveness of it’s provision for such pupils?**

The school follows the Special Educational Needs Code of Practice and operates a graduated pathway for identifying needs and putting into place appropriate levels of support to enable children to make progress. All special needs will be assessed and monitored by our SENCo in conjunction with the child’s teacher and subject lead. The necessary support will be planned to ensure that the child has access to the whole curriculum and that progress is carefully monitored. The SENCo evaluates and updates the SEND Information Report, Local Offer, Parent Information Leaflet and this report to ensure that they provide clear, true and appropriate information.

1. **How will the school assess and review the progress of pupils with Special Educational Needs?**

Each child’s progress is closely tracked, and their achievements measured against national expectations and age-related expectations ensuring that any needs are identified as early as possible, and that support can be put into place. To do this we use:

* Reception Baseline Assessment
* Early Years Foundation Stage profile
* Tests linked to the national curriculum
* Teacher assessments and observations
* Standardised assessments such as reading and spelling tests

We also monitor closely children’s emotional and behavioural wellbeing and their levels of independence. EHCP and End of Key Stage outcomes are broken into smaller steps targets, which are closely monitored and assessed three times per academic year.

1. **What is the school’s approach to teaching pupils with special educational needs?**

Our aim for every child at Willow Primary Academy is that they are given the very best learning opportunities for them to fulfil their potential in all areas. If a child is finding a learning area particularly difficult, the majority of their needs should still be met within the classroom through high quality differentiated teaching.

**My Plan**

If, despite all extra support in class, a child is still struggling to meet their expected targets, it is likely that child has Special Educational Needs. At this point the child will be given an individual plan (My Plan). This will ensure that child is monitored closely and receives appropriate on-going additional support, interventions and, where necessary, referrals to outside agencies such as:

* Gloucestershire Education Psychology Service
* Advisory Teaching Service
* Social Services
* Speech and Language Service
* Consultant Paediatricians
* Occupational Therapists

The My Plan will be reviewed regularly with parents, at least three times a year.

**My Plan+**

A small minority of children with SEND will need significantly higher levels of support. If this is the case then a My Plan Plus would be implemented through a series of Team Around the Child (TAC) meetings and reviews (minimum of three times a year) at which parents, school and outside agencies would all come together to decide outcomes and actions needed.

**EHCP**

Should a child need further support for more complex SEND then the SENCO in consultation with parents and other professionals would request to the Local Authority to undertake a full assessment of the child’s needs. If the Local Authority is in agreement they will provide an Education, Health and Care Plan. This is provided following multi-professional assessment over a period of time. The EHC plan will ensure additional funding and support for your child and will be reviewed annually.

1. **How will the school makes arrangements for assessing and reviewing the progress of teaching pupils with Special Educational Needs?**

The SENCo, Head Teacher and Senior Leadership Team, monitors planning, teaching, assessments and individual My Plan, My Plan Plus and EHCP outcomes to ensure that children with Special Educational Needs and Disabilities (SEMD) are receiving their full and inclusive entitlement. Parents are always consulted and are encouraged to actively participate at all stages of support. Pupils are invited to review meetings when appropriate to state their views about their education and learning. They are included in their own learning in the classroom through self-assessment and self-evaluation.

Some children require long-term additional support, while other children will need support for shorter periods of time. Some children’s SEND impact their ability to adhere to appropriate behavioural expectations. At Willow we support these children to enable them to access learning and to avoid exclusion. We track pupils progress over an extended period of time and make adaptations to their learning to make it more accessible for them. If learning is not accessed over extended periods of time, despite interventions and support, a decision might be made to add them to the Graduated Pathway. This process would be in conjunction with parents to ensure that the maximum about of support is being implemented both at school and home. For further information, please see the Identification of SEN Flowchart on the school website.

**d) How does the school adapt the curriculum and learning environment for pupils with special educational needs?**

We ensure equity for our pupils be providing individual resources and support for our learners. This is common practice for all of our learners and we ensure every child is tolerant and understanding of individual needs. Lessons will be adapted by class teachers through adapted resources, tasks or levels of support in order to meet the child’s SEND needs. Our SENCo may also discuss with the class teacher an appropriate additional targeted intervention of support to further support progress.

If appropriate, a pupil may receive additional intervention time, either 1:1 or in a small group setting. This may be during a lesson or as a separate intervention. Where possible, staff will ensure that the interventions are held at different times so that a child does not consistently miss the same lessons.

**e) What additional support and intervention programmes are available?**

Additional support is provided through short term targeted interventions which may be completed in class, or in an appropriate space within the school. Students who are identified as having significant SEN needs have learning plans that help staff enable those students to access the curriculum.

If your child does require additional, targeted support they may be involved in one or more of our many intervention programmes:

* Read Write Inc Fast Track Tutoring (Phonics)
* Speech & Language Therapy
* Additional Phonics support
* Fresh Start
* Speech and Language Therapy

**(f) How do we enable pupils with Special Educational Needs to engage in the activities of the school) together with children who do not have special educational needs?**

As an inclusive school, we have significant strengths working with children with SEND. We welcome pupils with disabilities or learning difficulties if we are deemed to be the most appropriate school and places are available. All our pupils are valued members of our school and accept each other regardless of needs and differences. Our school is fully accessible and we work to encourage independence in all our pupils.

**g) What support is available for improving the Emotional, Mental and Social Development of pupils with Special Educational Needs?**

The school supports all children with close focus on their Social, Emotional and Mental Health (SEMH) and where necessary the school can provide additional interventions:

* Play Therapy (group and individual)
* Emotions/feeling work
* ELSA (Emotional Literacy Support)
* Therapeutic art sessions
* Occupational therapy

All staff use a trauma informed approach to support children and specific provision is outlined to support individual children. The school has links to health bodies and social care bodies through the local authority and can draw on these if there is a significant need. Additionally we can support referrals to outside agencies and external support services, such as Children and Adults Mental Health Services (CAMHS). The school has an anti-bullying policy which applies to all students and operates in line with the school’s approach to behaviour management and can be found here. The school has links to health bodies and social care bodies through the local authority and can draw on these if there is a significant need.

1. **What is the name and contact details of the SEN co-ordinator?**

The school’s SENCO is Beth Griffin and Acting SENCO is Annie Martin. Annie Martin can be contacted using the main contact details for the school. Annie Martin is responsible for access arrangements.

1. **How will the expertise and training of staff in relation to children and young people with special**

**educational needs be secured?**

Our SENCO regularly attends the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND. All teachers meet regularly with the SENCO and Family Welfare Officer to explain the systems and structures in place around the school’s SEND provision and practice and to discuss the needs of individual children.

All staff are encouraged to continue their professional development in the field of Special Educational Needs and Disabilities. Attendance to external training courses is encouraged and undertaken to keep up to date with current thinking and where specific skills are required to be developed to help individuals learn and develop. SEND training is accessed at a variety of levels, including in-service training, conferences, external courses and higher education courses. Staff are given regular opportunities for INSET and staff meeting time to develop their confidence and skills in working with SEND children. Staff are involved in developing practices, which promote Whole School approaches to SEND. Early Career Teachers (ECT’s) will access specific training programmes.

1. The SENCO will:
* Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
* Have day-to-day responsibility for the operation of whole school SEND and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
* Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
* Advise on the graduated approach to providing SEND support
* Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
* Be the point of contact for external agencies, especially the local authority and its support services.
* Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
* Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
* Ensure the school keeps the records of all pupils with SEND up to date.
1. The SEND governor will:
* Help to raise awareness of SEN issues at governing board meetings
* Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
* Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
1. The Headteacher will:
* Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
* Have overall responsibility for the provision and progress of learners with SEND and/or a disability
1. Each class teacher is responsible for:
* The progress and development of every pupil in their class
* Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
* Working with the SENCO to review each pupil’s progress and development and decide on any changes to provision
* Ensuring they follow this SEND policy

The parents will:

* Keep the school updated with any changes in personal or medical circumstances of the child.
* Attend regular meetings with the school to ensure that they are able to communicate the needs of their child with the school. Examples of these meetings may include meetings around concerns for a pupil’s needs, My Plan/EHCP reviews, opportunities to share resources to work at home and school, professionals meeting.
1. The pupils will:
* Share their thoughts and feelings about their experience at school and identify things that they enjoy or challenge them.
* Identify what resources/support helps them in school and identify any changes that could be made to support their education in school.
* Where appropriate, discuss outcomes with the pupil to allow them to take ownership of their learning and identify their own next steps.

**6. How will the learning environment and facilities to support children be made accessible for children with SEND?**

There is a dedicated disabled parking space in the staff car park. The school is built on a single level with corridors and classrooms suitable for wheelchair use. A disabled toilet is provided. Classrooms are arranged so that there is always a line of sight to the class teacher and the interactive whiteboard. Children with hearing difficulties will be seated near to the class teacher during large group teaching sessions. Class Teachers write risk assessments for all school trips and other activities; taking into account specific needs e.g., mobility. Every child will be offered opportunities to access trips and the school will work closely with families to arrange this. Additional staff (over required number) will accompany a school trip to provide one to one support were deemed necessary and to ensure inclusion for all. Pupils with specific equipment will be supported within school and it will be ensured that equipment is passed to new classes, where appropriate.

All of our classes have visual timetables to support children with transition and these symbols are consistent across the school setting.

**7. How will the school support my child at points of transition (when they start school or move to a new school)?**

We plan and take steps to ensure that any transition is as smooth as possible for all children. These times are especially worrying for children with SEND and an enhanced programme will be tailored to meet individual needs. We work closely with other schools including pre–schools, secondary mainstream and special schools as well as outside agencies to ensure a careful transition plan is arranged when a child moves school. Parents are always involved in this process and are encouraged to voice their own questions and worries. Where appropriate, we work with professionals to make the transition as smooth as possible for pupils.

If a child with SEND requires additional transition visits into school, we will work with families to accommodate this. We may extend the transition period depending on the child’s needs. We will also explore alternative arrangements such as different entrances or altered times to make transitions into school as appropriate and calm as possible.

**8. How do we consult children with SEND and involve them in their education?**

Wherever possible and advisable, children are involved in the review process and that of setting targets for the next session. The school believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently, the school is committed to working in partnership with the child, parents, carers and outside agencies to identify needs.

**9. What to do if you are not happy with the provision for your child?**

Most concerns and complaints can be sorted out quickly by speaking with the child’s class teacher in the first instance. Parents who have a complaint about the school’s SEND provision should follow the school’s complaints procedure. They may refer the complaint to the SENCO, Head Teacher or Chair of Governors. The school may refer such parents to the SENDIASS Service (Special Educational Needs and Disability Information Advice and Support Service.)

**10. How do we involve other bodies in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?**

Where a student with SEN is not making appropriate progress and we feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using agency support and advice. We provide links and support to many different outside agencies who help us with identifying needs, delivering appropriate support, attending TAC meetings and providing staff training. These include:

* Advisory Teaching Service
* Educational Psychologists
* Speech and Language Therapists
* Occupational Therapists
* Consultant Paediatricians
* Specialist teachers for visual and hearing impairments
* Behaviour Support
* Social Services
* School nurse
* Health Services
* Young Carers
* Young Minds Matter
* Teens in Crisis
* SEN casework team

Please ask your class teacher or the SENCO if you would like more information about any of these services.

**11. Who to contact for support?**

Parents can raise any initial concerns they may have regarding their child’s needs by contacting:

* Class teacher
* SENCo
* Family Support Worker (FSW)
* Head Teacher

Via the school office, Class Dojo, Telephone: 01452 526442, or email: admin@willow.sandmat.uk