

Wheeler Primary School SEND Information Report

Updated: November 2019

At Wheeler Primary School we are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our pupils whatever their needs and abilities.

We seek to ensure that pupils with special educational needs and disabilities are fully included in all aspects of school life. We believe that pupils with SEND and their parents/carers should be at the heart of planning and decision making. We aim to provide opportunities for pupils with SEND and their parents/carers to play an active role in planning their provision in accordance with the SEND Code of Practice 2014.

School Information: Wheeler Primary School, Wheeler Street. Hull. HU3 5QE.

SENDCO: Mrs C. Burrows

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Wheeler Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with all of the above, with the exception of PMLD and MSI.

The aims of our SEND policy and practice are:

- To provide all children with an education that enables them to achieve their best, have high aspiration and expectations, become confident individuals living fulfilling lives and make a successful transition into adulthood.
- To recognise the importance of early identification of SEND in order to secure better outcomes for pupils.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners.

What are the school’s policies for the identification and assessment of pupils with special educational needs and disabilities?

Concerns about progress may be raised at any time by class teachers and/ or parents. Early identification and assessment of pupils with SEND is key to securing better outcomes for pupils with SEND. Despite receiving high quality teaching, differentiated for individual pupils, it is appropriate to consider the possibility that a pupil may have special educational needs if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil’s previous school or the pupil themselves, relating to inadequate levels of progress and/or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicate a lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

Further information can be found in our Special Educational Needs and Disability (SEND) Policy, which can be found on the school website. Paper copies are also available on request from the school office.

What arrangements do you have for consulting with parents of children with SEND and involving them in their child’s education?

- Informal consultation with class teacher
- Termly Individual Education Plan Meetings to discuss attainment towards identified outcomes with SENDCo and class teacher
- Termly Parent consultation evenings
- Consultation with SENDCo

- Multi-agency meetings (where appropriate).
- Termly SEND Forum Meetings – ensuring provision is responsive to pupil and family needs.

What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

‘Pupil Voice’ is highly valued at Wheeler Primary school. Pupils are actively encouraged to be ‘drivers’ in their own education through:

- Contributing to their IEPs - identifying their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success.
- Informal discussions with class teacher/ SENDCo/ support staff
- Termly pupil voice interviews with SLT members
- Attendance welcomed at termly parent consultation meetings
- Meetings with outside agencies/ SENDCo organised where appropriate to discuss provision in place to support their education/ their understanding of their SEND.
- Opportunities to raise issues and ideas at School Council Meetings.

What arrangements are in place for assessing and reviewing children and young people’s progress towards outcomes?

- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents’ Evenings.
- Pupils’ attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an assess, plan, do and review model:
 1. **Assess:** Data on the pupil held by the school will be collated by the class teacher/SENDCo in order to make an accurate assessment of the pupil’s needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher/TA with advice from the SENDCo.

3. **Do:** SEN support will be recorded on an Individual Education Plan, (IEP), that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil, (IEP Meetings). If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service.

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

What are the arrangements for supporting children and young people in moving between phases of education?

A number of strategies are in place to enable effective pupil transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school:

Primary to Secondary:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND, as outlined below:
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- Early admittance policies are also used by some secondary providers to help children to settle earlier into new routines.

Primary to Primary:

- The records of pupils who leave the school mid-phase will be transferred within five working days of the new school notifying us that the child has been enrolled at their school.

Wheeler Primary School also conducts a transition week at the end of each school year in order for all pupils to experience life in their new class before the summer holidays begin. Teachers meet prior to this to discuss the children moving up, passing on relevant information and support strategies. Transition books, social stories and communication passports may be used at this time to support children with SEND.

What is your School's approach to teaching children and young people with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. Most children with SEND will access most of their learning in the classroom with their peers.

Where pupils need additional specialised support this might include:

- 1:1 or small group work outside of the classroom
- In class support from a support assistant
- Social skills groups
- Nurture groups for more vulnerable pupils
- Pastoral support from the emotional well-being team

The 'HUB' is also a facility used for a small minority of children with more complex needs, who require further adaptation of the curriculum and/ or environment. Children attend 'The HUB' each morning to access core English and Maths skills. They access the rest of the curriculum with their peers in class each afternoon.

All staff have high expectations for **all** of the children they teach.

What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress and suitability of task for every pupil in the classroom.
- When a pupil has been identified as having a special educational need and/ or disability, the curriculum and the learning environment will be further

adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENDCo) and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum.
- In addition to classroom provision the 'HUB' provides a small, calm environment, with reduced visual stimuli, offering a highly adapted curriculum to meet the needs of the individuals requiring this bespoke provision.

What training is available to staff to support children and young people with SEND? How is specialist expertise secured?

Wheeler Primary has a policy of continuous professional development for all staff, including teachers and teaching assistants. Staff receive training 'in house' and from outside agencies where appropriate.

In the last two years school teaching staff have received a range of SEND awareness training including:

- How to write an effective Individual Education Plan.
- How to support pupils with Attachment difficulties.
- ASC Awareness Training.
- How to support pupils with behavioural difficulties.
- How to support pupils with speech, language and communication difficulties.

Enhanced training has been provided to identified Teachers and TAs on:

- Inference Training
- Behaviour Strategies for Pupils with an ASC
- How to facilitate a Nurture Group which promotes Emotional Well-being
- Emotional Literacy Support
- Behaviour Leadership
- Developing Questioning Skills to increase pupil independence
- Understanding Bereavement
- Mental Health First Aid
- Phonological Awareness
- Precision Teaching
- Team Teach – positive behaviour management training
- Attachment Training – Healing Shame

In addition the SENDCO has attended additional training/ meetings on:

- Supporting Mental Health in schools
- The Graduated Approach and requests for Education, Health and Care Needs assessments
- Nurture/ Attachment
- Supporting Behaviour in Schools (SEND focus)
- Medicines Management in Schools

The school also has regular visits from SEND specialist teachers and the Behaviour Support Team who provide advice to staff and support the success and progress of individual pupils.

The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils and we employ a private SALT one morning per week. These programmes are then delivered by a trained Teaching Assistant.

We source support and advice from Applied Psychologies – who offer bespoke support to address SEND training needs within our school/ across the Academy.

The Governor with specific responsibility for SEND is invited to and attends staff training sessions when appropriate.

How is the effectiveness of the provision made for children and young people with SEND evaluated?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level of prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team, the SENDCo, external verifiers,
2. Ongoing assessment of progress made by pupils with SEND,
3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND,
5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
6. Attendance and behaviour records.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

Wheeler Primary is an Inclusive school.

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities, as far as is reasonable and safe to do so.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school activity, provided that the health and safety of the child or any member of staff/ child participating in the activity is not at risk from doing so.

How are children and young people with SEND supported to improve their emotional and social development?

Wheeler Primary School holds the HeadStart Mental Health and Emotional Well-being Mark of Excellence. The school offers a wide variety of pastoral support and bespoke interventions for pupils. This includes:

- A Personal, Social, Health and Citizenship (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

We have an experienced Emotional Well-Being Team of three staff, dedicated to supporting the emotional and social development of all pupils. They have an emotional well-being room on the ground floor. All staff are available to support the emotional and social development needs of our pupils.

Support offered at Wheeler Primary includes:

- World of work – door to outside world
- JIGSAW – PSHE Programme
- POWER – Resilience Programme
- Re- Balance Programme
- Socially Speaking – Social Communication Intervention
- Ground Force Day
- Cecil Garden Links
- Daily Check-ins – with member of staff identified by child
- Parent-peer mentors – parental support for parents by parents
- Outcome Star – Assessment tool
- ELSA work – Emotional Literacy Support
- Bereavement Support
- CPOMs – bespoke actions

- Daily Mile – Health initiative
- Sports clubs/ after school clubs
- Lunchtimes – sheds/ football
- Home Visits – re attendance
- Support packages – food/ heaters
- Signposting local events
- Holiday Club
- Tea and Toast – Drop in mornings
- School Nurse Plus Service – support for pupils and parents around health needs

How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

The school has access to a range of specialist support including:

- Educational Psychology Service
- Speech and Language Support Agency
- Social Communication Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- Children's Centres
- CAHMS/Westend Unit for Mental Health Needs
- HeadStart - Mental Health and Wellbeing Support Services
- Kids – Parent Partnership
- School Nursing Team
- Whitehouse Behaviour Unit
- Wyngs / Dove House Bereavement Support Team
- Sibling Support Services – Barnardo's/ NSPCC
- Traveller Education Team
- Northcott Outreach Service
- Police

Links to all of these can be found in the **Hull Authority Local Offer:**

www.connecttosupport.org/ www.hull.mylocaloffer.org

- In Hull there is lots of support available to children with disabilities and special educational needs, and their families. You'll find information about that Local Offer of support at www.connecttosupport.org/ www.hull.mylocaloffer.org. Whether it relates to education, health, social care or parental support, including information on mediation and conflict resolution services, regardless of who is providing it, the site aims to point you in the right direction.
- Kids are an independent service supporting parents/ carers of children with complex health needs and disabilities in the Hull area. They offer a Dedicated Keyworker Service to families of children and young people who are disabled and/ or those with complex health needs, helping children participate fully in leisure activities, access appropriate education and achieve greater independence. Contact details: Cranswick House, 182 Chanterlands Avenue, Hull. HU5 4DJ. Tel: 01482 467540.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

If you are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENDCo (Mrs C.Burrows)
- The Head teacher
- If a satisfactory conclusion cannot be reached a parent may wish to contact the School Governor with responsibility for SEND. Her name is Miss Eileen Prince. She can be contacted via the school office. (01482 353125).

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