



Warboys Community Primary School

SEND Information Report 2018

At Warboys Primary School we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make Warboys School a happy, welcoming place where children can achieve their full potential and develop as confident individuals. We make this a reality through the attention we pay to the different groups of children within our school, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with additional needs to follow a curriculum specifically tailored to their needs which develops confidence and promotes independence thus enabling them to maximise their full potential.

We are committed to narrowing the gap between SEND and non – SEND pupils. This may include short-term intervention programmes or personalised learning.

The kind of Special Needs for which provision is made at Warboys.

We refer to the term 'Special Educational Needs' if a child

a) has significantly greater difficulty in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

in comparison to the majority of children of his or her age or

b) Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the Local Authority for children of a similar age.

Assessment and Identification of Special Education Needs (SEN)

The school promotes a graduated response to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children to make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any



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difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and 2 the children are assessed against nationally set criteria to check their progress against all areas of learning. It is through this process that children who are not making progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social or emotional matters.

A rigorous assessment procedure to track children's progress is continually used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties.

Following assessment and consultation (with the Special Needs Co-ordinator – Mrs McKeating) a child's special needs are identified and an Individual Education Plan (IEP) is produced in collaboration with the child, parents and school staff. Once a child has an IEP their needs are recorded on the SEND register. The targets on the child's IEP are reviewed three times a year at a meeting with the child, parents and school staff.

Provision

Class teachers have responsibility for enabling all pupils to learn. To achieve this they:

- Plan appropriate work/activities for the pupils in their class
- Differentiate the curriculum to take account of different abilities, learning styles and interests.
- Ensure that all children can be included in tasks/activities through the use of different materials / reasonable adjustments to the physical environment
- Monitor individual progress
- Identify those children who require additional or different provision in order to make progress.
- Set targets on IEP's

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion, or belief and age.



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The majority of pupils will have their needs met by accessing First Quality Teaching. The school adopts a flexible approach to provision in order that the child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom.

Teaching Assistants support the teachers to deliver the curriculum by:

- Liaising with the class teacher
- Promoting and encouraging the children to be independent
- Preparing and adapting resources
- Running interventions outside of the classroom

Intervention Programmes are additional and different from the usual differentiated curriculum and provide a more focused level of support for individuals or small groups outside of the classroom.

We currently have several staff trained to run interventions in Reading, Writing, Maths, Social and Emotional skills and Sensory or Physical needs. Interventions are monitored by the teachers and SENco and delivered by teachers or Teaching Assistants, all of whom receive external training before-hand.

In 2016/17 more interventions were run within the classroom environment to enable the teachers to monitor more closely their impact.

The following interventions were run by adults that were not in class with the children due to the nature of the programmes and the level of training required to run them.

Reading

Better Reading Partners (Individual) is a 15 minute programme which is delivered by a Teaching Assistant three times a week. In 2017/18. This programme was delivered to 8 children in year 2 and 13 children in Year 1. This was an increase on last year as more Teaching Assistants were trained to run this intervention programme.



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Fischer Family Trust (FFT) (Individual) is a 20 minute programme which is delivered by a Teaching Assistant every day. It runs for between 12 and 20 weeks. In 2017/18 this programme was delivered to 2 children in year 2

Social/Emotional and Mental Health

Many of our Teaching Assistants are trained in an intervention known as Lego Therapy. This is a 45 minutes session once a week which is delivered to a group of three children. It focuses on children resolving conflict and being able to share and work together. Lego therapy was run with a group of children in Year 3 this year.

We have a Pastoral Worker who, together with another Teaching Assistant, supports children through a 1:1 mentoring system. In 2017/18 they worked with 6 children.

Social skills groups are also delivered by a Teaching Assistant and usually run three times a week for 30 minutes with groups of 4 children. This was delivered to 6 children in year 5

Measuring Impact

Data is gathered by the adult delivering the Intervention. Monitoring is carried out throughout the programmes and final assessments are carried out once they have been completed. The results are discussed with the Senior Leadership Team and the impact is discussed with any further actions that need to be taken.

External Services

When a child is demonstrating further cause for concern or their needs are more complex and persistent the school will engage with relevant external services. This is likely to follow a decision taken jointly by school staff in consultation with parents. This may occur when a child:

- Does not to make adequate progress
- Continues to work at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness.
- Continues to have difficulty in developing Literacy and Numeracy skills
- Has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other children, despite taking part in an individualised behaviour management programme.



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- Has sensory or physical needs and requires additional specialist equipment or requires regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- A child's learning needs are manifesting themselves either in a more complex or a specific way as they move on through the school.

The external specialist could include:

- Specialist Teaching Service
- Educational Psychologist
- Speech therapy
- Physiotherapy; and
- Occupational therapy.
- Community Pediatrician
- School Nurse
- Education Welfare Service
- Social care

The external specialist may act in an advisory capacity, extend the expertise of the teaching staff, provide additional assessment, be involved in supporting the child directly and consult with all parties involved with the child.

Links with outside agencies are well established and transition to and from our feeder and transfer schools is very good due to our close liaison with these schools.

Statutory Assessment (Education Health Care plans)

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by targeted support in school, then an application for a Statutory Assessment (Education Health Care Plan (EHC)) will be considered. The EHC incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child, contribute to this plan. The application for Statutory assessment is submitted to the Local Education Authorities Resources Panel.

The application contains:

- Information about the child's progress over time



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- Documentation in relation to their special needs
- Details of action taken by the school to meet the child's special educational needs
- Particulars of any special resources or arrangements put in place.

This information includes where relevant:

- Individual education Plans (IEP's)
- Records of regular reviews and outcomes
- Health reports, including medical history where relevant
- National assessment levels and reports or records of progress
- Educational and other assessments carried out by other professionals eg Specialist Teachers and Educational Psychologists.
- Reports from other professionals involved with the child (Health and Education Services, Education Welfare services, Social Services)

If the request is successful, then further advice is gathered from all agencies. EHC plans are subject to annual reviews, although for those children in the Early Years/ Foundation Stage the reviews are 6 monthly.

Transferring Statements to Education Health Care (EHC) plans

All pupils who had a statement of educational needs have been transferred to an EHC plan. as part of their Annual Review meeting.

Roles and Responsibilities

Mrs McKeating, The Deputy Headteacher, is the Special Educational Needs Co-ordinator (SENco) and can be contacted by telephone on 01487 822317 or by email at cmckeating@warboys.cambs.sch.uk

The SENco is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant agencies. The SENco will attend and cascade appropriate in - service training in order to meet new developments with policy and practice. She will deliver INSET and in consultation with the Head Teacher, ensure that other members of staff access appropriate training outside of school. The SENco will assist in the purchase and deployment of resources ensuring that they are efficiently and effectively used. The SENco will also be



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responsible for the maintenance of the Special Needs Register and the schools' provision maps.

The Local Offer – Cambridgeshire County Council

More details about Cambridgeshire County Council's SEND LOCAL offer can be found at:

www.cambridgeshire.gov.uk/SEND