Warren Wood Primary School

Annual Report to Parents on SEN

July 2020

**Key Staff:**

SENDCo - Ms K Entwistle

Pastoral Manager- Mrs L Brealey

SEND support - Mrs N Lightfoot

 Mrs M Nelson

 Mrs M Unsworth

 Mrs Mitchel

LSS - Mrs S Connell

BSS - Mrs M France

SEND Governor - Mr A Read

**Policies**

All policies include explicit reference to SEND and equality. In school changes have been made to the way SEND is assessed and acknowledged. The SEND policy will be updated and reviewed by Governors in July 2020.

**Numbers of Pupils with SEND**

|  |  |
| --- | --- |
|  | 2020 |
| SEND Support | 41 25 boys 16 girls |
| EHCPlan | 5 4 boys 1 girl |
| Medical | 11 without SEND support and where condition can affect learning (time off for appointments, missed days etc) |
| % of school | 12% |

**Identification procedures for students with SEND**

\*Use is made of data from feeder Early Years settings.

\*The EYFS team visit the feeder settings to meet the children and make home visits.

\*The SENDCo works closely with all teachers to identify any additional needs. Observations are carried out, resources purchased and information disseminated.

\*Catch-up groups are organised within each Key Stage. These are monitored and assessed every term to ensure progress and suitability. Information is reported to all staff and Governors.

\*Students identified as being vulnerable and/or having SEND are given additional support to ease transition.

\*Children not meeting age related expectations and are in need of substantial differentiation are referred to LSS (Learning Support Services) to see if they meet criteria for additional support.

\*Teachers carry out assessments for reading, writing, spelling and maths regularly in relation to national standards.

\*Tracking of pupils’ attainment takes place at 10, 20 and 36 weeks throughout the school. Data is analysed and strategies are put in place to support children.

**How students are ensured access to the curriculum/activities:**

\*All children, regardless of their individual needs are placed within a class.

\*All children are integrated fully into the life of the school and have access to a broad and balanced curriculum.

\*Individual children with SEND have a personalised learning programme designed for them, depending upon their specific need.

\*Support is made available across the curriculum in class and teaching assistants are available to aid progress on an individual or small group basis within the classroom.

\*The SENDCo has the recognised National SENDCo qualification. Teaching staff and TAs have been trained in the new legislation, Team Teach, Attachment, Autism, ADHD, Diabetes, Epilepsy, First Aid, Dyslexia and Catch-up programmes. Training is on-going and updated annually.

\*Provision maps, SEND support plans and Behaviour Plans are devised and shared with all relevant staff, parents and pupils.

\*All children have access to the extra-curricular activities on offer at school.

**Provision made for individuals**

\*The school has a generic policy for SEND but support and intervention is very much planned and delivered on an individual basis. As such there is a range of provision on offer.

\*Provision may include: in class support (teacher, TA, peer); small group teaching; Individual teaching; Reading Intervention (Quest, Toe by Toe), Nessy (spelling), Motivational Maths, Plus 1 (maths) Social Skills group; Motor Skills, Sensory Support, SALT and Occupational Therapy.

**Statutory Reporting Requirements**

\*All statutory reporting requirements are met.

\*SEND reporting is an integral part of the Census and data collection. Data is readily available and reports can be collated.

**Liaison with external agencies**

The school maintains positive liaison and undertakes collaborative work with a range of outside agencies and support services including:HYMS; CDU; Sensory Support Service; OT; LSS; BSS; School Nurse; Social Services; Primary Inclusion; Ethnic Diversity; SALT; Primary Jigsaw; Mosaic; Educational Psychologist.

**Communication with parents**

Parents are welcome to contact Ms Entwistle or Mrs Brealey at any time either by telephone or email. Meetings with teachers are welcomed at a convenient time. Parents of children on the SEND register meet with the SENDCo at the beginning of the year and have termly meetings with the class teacher.

**Disabled pupils**

The school is committed to being an inclusive school. All statutory requirements are met for the admittance of children with any disability and we offer a warm and caring community to support individual needs.

**Effectiveness of provision**

The SENDCo, overseen by the Head Teacher, meets with children, parents, staff and external agencies to monitor the academic and pastoral progress of SEND pupils on a termly basis. Where a need is identified an intervention programme is organised and the outcome is reviewed.

**Funding**

Schools receive funding for all children with special educational needs. From this, school are able to provide what children need, including equipment. The local authority may need to contribute further if the equipment is particularly expensive or specialist or if they need a Learning Support Assistant to work with them. This is then assessed by the Special Educational Needs Panel for the Local Authority who will make a judgement of what support is necessary and allocate some time and money to school to pay for or to-wards the cost of such support.

**Transition planning**

As part of the whole school transition programme close links are made between feeder settings and between Key Stages and classes. Information is recorded on school admission forms and teachers meet to discuss the children. For some children tailored transition resources are created.

**Local Offer**

Details of the Local Offer can be found on the Stockport website.

The School Offer can be found at http://www.warrenwood.stockport.sch.uk/