



# **SEND at Warren Wood Primary School**

If your child has a SEND need, you can expect Warren Wood Primary School to put in place additional and individualised support for that need. We will work with you to support your child so they achieve their full potential and have opportunities which will develop them holistically and provide them skills for life. We will keep you informed about its impact regularly and alter any practices for the benefit of your child through consultation.

## **School will:**

### **Discuss with you your child's needs.**

We recognise the local definition of co-production as being when all voices are actively listened to from the start of the planning process. This involves mutual respect for each other's views, with an open and honest relationship that is transparent and continually evolving to achieve meaningful and positive outcomes. We pledge to embed the co-production charter in our practice to support how we will all work well together with parents/carers, other professionals, volunteers, children and young people to create a culture where we will:

- Be Open and Honest
- Actively Listen
- Value the Lived Experiences
- Do What Matters Be Accountable and Responsive
- Work Together
- Be Respectful

The class teacher will arrange to meet with you, but depending on the type and level of need, the SENDCo, Head Teacher or Pastoral Manager may be in attendance, or discuss this with you separately. All discussions will be shared with the relevant parties and a plan-do-review action plan will be written.

### **Identify the need and put in place extra support.**

This may be in the form of:

- small group work around a specific learning need so your child can keep up
  - 1:1 support using an intervention programme
  - specialist programme of support around an emotional need
  - a bespoke curriculum developed with specialist support
  - support from outside of school, e.g. SaLT, LSS, BSS
  - an Individual SEND Plan identifying the specific need(s), targets, how it will be met and when, with an accompanying One Page profile and Provision Map
- Or some other support.



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## **Keep you informed about progress.**

This could be through:

- parents' evenings meetings
- specially arranged meetings with the class teacher
- termly meetings to discuss SEND targets and next steps
- copies of SEND Plans
- annual review for children with an EHCP
- annual reports
- TAC meetings
- PEP meetings

## **Ensure staff are trained in general SEND issues.**

For example:

- identifying children with SEND
- understanding our legal duties
- sharing good practice
- keeping up with relevant educational research
- having an overview of typical SEND needs and the strategies to support the needs

Teachers' expertise is in education and school will support general awareness of the many issues and disorders affecting education, e.g. medical, psychiatric, neurodevelopmental, emotional or physical, but rely on other professionals who specialise in these areas for guidance and support. If further information is required we will consult with Early Years Team, Behaviour Support Services, Learning Support Services, Speech and Language, Primary Jigsaw, School Age + Worker, Educational Psychologist, MASSH, CAMHS, Social Workers, Occupational Therapy, Sensory Support Services, School Nurse and Paediatrics.

## **Monitor the impact of support for children with SEND.**

We will ensure that the support in place is monitored so that its effectiveness can be identified. This will be done daily, weekly, termly or annually. We will adapt and develop the support where it is not working as intended and will seek the advice and support of other agencies where necessary.

If your child has a SEND plan you will have termly meetings with the class teacher to look at targets and provision. Targets will be evaluated at the end of the timescale stated on the SEND plan and you will be invited in to school to discuss these. We will work with you to set new targets and agree on the support necessary. If we are in need of additional support we may invite outside agencies such as Educational Psychology service to these meetings.



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## **As parents/carers you will:**

### **Discuss with us your child's needs.**

Please arrange this with your child's class teacher initially, but depending on the type and level of need, the SENDCo, Head Teacher or Pastoral Manager may be in attendance, or discuss this with you separately. All discussions will be shared with the relevant parties and a plan-do-review action plan will be made. Please advise us of any changes to your child's needs/medication/diagnoses by letter or email as soon as possible.

Please try to meet with your child's class teacher to discuss SEND plans. Meetings will take place at the start of every term. We are quite flexible so if you are unable to attend meetings during school time we will try our best to find a mutually convenient time. You will also have Parent's Evening where the class teacher will discuss your child's current attainment and progress.

Please ask any services you attend to send copies of letters addressed to the SENDCo so we can have a full picture of needs and adjustments that may be required.

### **Discuss with us any concerns or worries you may have.**

Please trust us to provide the best for your child. We are experienced in many areas of SEND and with your support we will continue to provide what is required.

Speak with us if you feel the provision is not working. We will discuss with you any adjustments you feel are necessary so your child continues to make progress.

Please give us time to adjust provision within school and for referrals to be made. Some things may take a few days, some a few weeks and referral waiting lists can take up to two years.

Please try not to bring your concerns up on the playground or on social media without speaking with us first. We cannot resolve something if we do not know about it first-hand.

### **Follow advice given to support your child's needs.**

If you receive recommendations or advice on how to support your child by outside agencies, please try to follow it, even if you believe it will not work. It is good to rule out strategies as well as rule them in.

By supporting your child at home you will be ensuring they have the guidance needed to make a positive change. Use strategies employed in school to mirror the agreed support we are

