



Wheldrake with Thorganby CE Primary School

Special Educational Needs and Disability Report

Wheldrake with Thorganby CE Primary School is a Church of England primary academy within the South York Multi Academy Trust.

Wheldrake with Thorganby CE (Primary) School nurtures children to become lifelong learners, building a thirst for knowledge, encouraging excellence and fostering creativity through a varied and exciting curriculum. Our school Christian values of faith, hope and love underpin everything we do and are an umbrella of other values. We celebrate local, global and cultural diversity in our ever changing society.

1. What is meant by Special Educational Needs (SEN)?

A child has SEN if they have a learning difficulty or disability which calls for special education provision to be made. A learning difficulty or disability is present if a child:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools.

2. What kinds of SEN are provided for at the school?

The school plans for a broad range of needs which may cross over one or more of these areas (taken from the SEND Code of Practice 2014):

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

For further information, please refer to the SEND Code of Practice (2014)

3. How will children be identified as having Special Educational Needs?

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. The City of York Special Educational Needs Banding Documents are used to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given.

Assessment for learning is an integral part of the teaching and learning process at Wheldrake with Thorganby Primary School. It is essential in order to identify a child's particular area of difficulty and so tailor provision appropriately. It is also necessary to monitor progress and evaluate provision.

The class teacher and child (possibly with the help of the SENDCo) will decide specific outcomes for the child in the areas of the curriculum where they are struggling. These outcomes will be discussed with the parents to ensure a collaborative approach in achieving them. Teaching strategies and arrangements will be put in place to help the child fill the identified gaps in learning. These may include extra help within the class, extra tuition out of the class individually or in small groups, and things to practise at home. These interventions are short and focussed.

If following review it is felt that the child has made progress such that his or her levels of attainment are similar to others of the same age then, with the agreement of parents, the child will be removed from the school's SEND register.

Where a child at the initial level of action is not making satisfactory progress then, in consultation with parents, the SENDCo can ask for help from external services. This may be Behaviour Support, Speech and Language Therapy, Specialist Teaching Support for specific difficulties, Educational Psychology or possibly specific Health Service Departments. In some cases where outside expertise is needed such a referral may be made as soon as a child presents with difficulties. Someone from the appropriate service will be able to advise whether further on-going monitoring and support from an external agency is needed at the next level of support.

Children requiring this level of support will have an Individual Education Plan (IEP). This will detail achievements and areas of need and will be completed by the child and family on a termly basis. In addition to the help given in school there is external support and advice tailored to the child's individual need. For children requiring this level of support, termly meetings will be held with the parents, class teacher and, possibly, the SENDCo to discuss progress, achievements, and areas of concern and agree actions. If the level of concern about the child's progress has reduced during the period of increased support and it is felt that the child's needs can be met within school then the child may return to the initial level of intervention. If concern continues and the child is failing to make satisfactory progress within the increased level of support then the SENDCo, in conjunction with the parents and the external agencies involved, will produce a 'My Support Plan' (MSP) document which clearly identifies agreed actions and

outcomes and is reviewed on a regular basis. Parents can also make such a request in their own right.

Where there are significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals a statutory assessment/ Education Health Care Plan (EHCP) can be requested. The SENDCo and Head Teacher will arrange for all the necessary documentation and evidence to be submitted in support of the request. The local authority must decide whether or not to proceed with an assessment, and must inform parents of their decision within a maximum of 6 weeks of receiving a request for an assessment. The whole assessment and planning process, from the point when assessment is requested until the final Education Health and Care plan, must not take longer than 20 weeks. Parents will be given full information about the process of statutory assessment and the support available to them during the process.

4. Who are the best people to talk to at Wheldrake with Thorganby CE Primary School about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher/s about your concerns. The teacher may seek advice from the SENDCo or Special Educational Needs and Disability Coordinator.
- If you continue to have concerns, you can arrange a meeting with the SENCO, Clare Thompson (clare.thompson@wwt.yorkschoools.net). Please book an appointment with the office (tel: 01904 553422) or contact via email: wheldrake.school@york.gov.uk

5. How will the school let me know if they have concerns about my child's learning, special education needs or disability?

- Your child's class teacher may speak to you at the beginning/end of the school day or arrange another time to discuss concerns.
- The class teacher may also talk to you about any issues during a parent/teacher evening.
- The SENDCo, Clare Thompson may contact you to arrange a meeting to discuss your child's difficulties and any possible support strategies the school may consider appropriate.

6. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

At Wheldrake with Thorganby, we want parents/carers to talk to us and feel involved in all areas of their child's learning – you know your children best! We also think it is helpful to hear your child's views about their experiences with learning.

- You can share your views at regular meetings with the class teacher.
- If your child has an identified special educational need, you will be invited to a termly meeting with the class teacher to discuss current progress, support strategies and expected outcomes.
- The views of your child are also very important and will be taken into consideration when planning support for individuals.

- If your child has an Education, Health and Care Plan (EHCP), you and your child will be able to share your views at the Annual Review meeting.
- If a child is Looked After and also has a SEND, they can speak to the designated officer for Children who are Looked After (the Headteacher) and/or give their views in meetings with education, health and social care providers.

7. How does Wheldrake with Thorganby CE Primary School ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

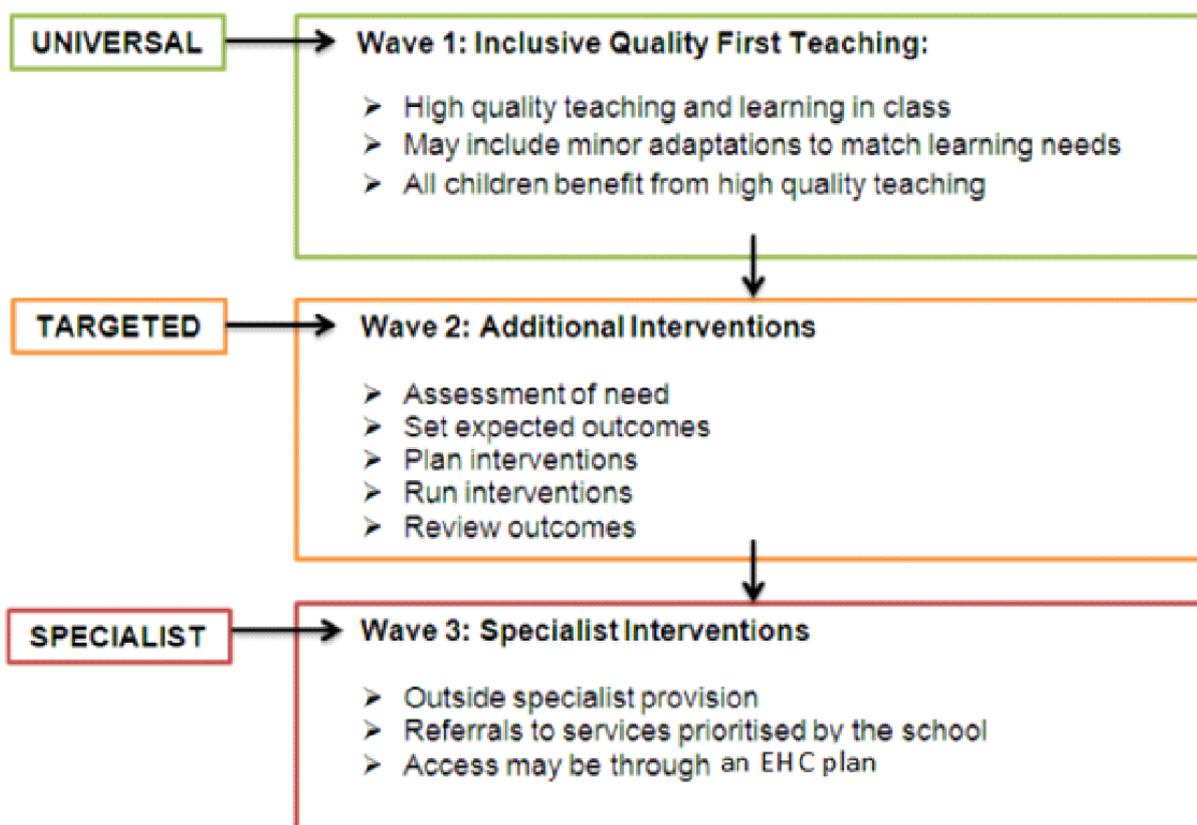
Staff at Wheldrake with Thorganby are very well trained to support all children. Training opportunities within and outside school enable all staff to have a thorough understanding of how children learn, including how to best support their needs. For staff working directly with pupils with more complex needs, training is provided by specialist providers to ensure intervention is well matched to individual children.

8. How will the curriculum and the school environment be matched to my child's needs?

- A carefully planned curriculum to match age, ability and needs of all children
- Targeted interventions, planned by the class teacher, to support learning
- A range of strategies and/or resources used to support your child's needs
- Additional specialist advice sought to support planning for pupils with SEN
- Well-differentiated teaching and learning which sets high expectations but is achievable
- Accessibility aids and technology provided as necessary to support
- A multi-sensory learning environment caters for all learners
- Wheldrake with Thorganby CE Primary School regularly reviews its policies around the curriculum, accessibility and inclusion

9. What types of support may be suitable and available for my child?

At Wheldrake with Thorganby CE Primary School, we have a 3 tiered approach to supporting a child's learning:

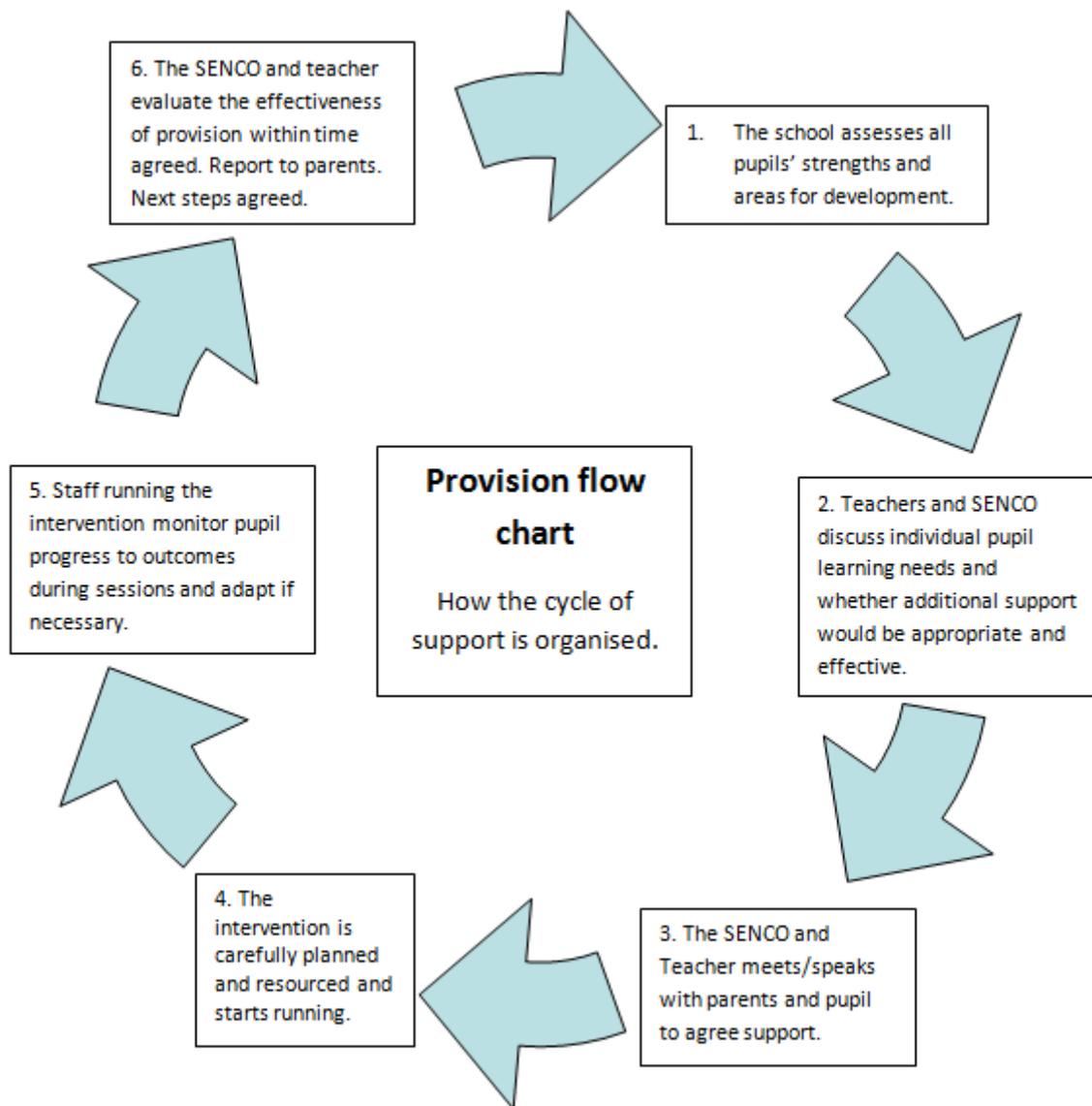


Every child on the SEND register has an individual case study which details the provision they have received and evaluates how successful strategies and interventions have been. Class teachers update these every term.

10. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals.
- Pupils with SEND may have a learning plan (individual or group education plan) drawn up by the class teacher and/or SENDCO, in consultation with you and your child. The learning plan sets termly targets for pupils and outlines strategies to be used to support the child. Progress is discussed and reviewed termly and you and your child will be invited to contribute to this.
- External agencies and specialist may also review your child's progress, attend learning plan meetings and adapt their planning accordingly.

This diagram shows how support is planned, actioned and reviewed:



11. What is an EHC Plan and who can request one for my child?

An EHC Plan stands for an Education, Health and Care Plan. The purpose of an EHC Plan is to provide special provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood. EHC Plans can be requested by a child's parent, the young person themselves (if over the age of 16 but under 25) and a person acting on behalf of a school (with the knowledge and agreement of the parent and young person where possible).

An EHC Plan:

- Contains the views and aspirations of your child.
- Has a full description of your child's educational, health and care needs.
- Establishes outcomes for children's progress.
- Shows how education, health and care provision work together to meet the agreed outcomes.

- You or the school can ask the local authority to assess your child's needs. This may lead to an EHC Plan.

12. How will you help me to support my child's learning?

Working with parents is important in securing the best possible outcomes for pupils. We can help you to support your child's learning in a variety of ways:

- SENCO advice, resources and strategies
- Parent/carer workshops in school
- Individual training in specific strategies
- Resources/strategies from outside professionals such as:
 - Autism Outreach Team
 - Child Protection Advisors
 - Education Psychologist
 - CAMHS (Child & Adolescent Mental Health Service)
 - Speech & Language
 - Occupational Therapy
 - Inclusion Team
 - Children's Services
 - School Nurse

13. How is support allocated to children and how do they move between the different levels of support in school?

The Head Teacher and Governors decide the budget for SEND provision based on the needs of the children in school.

- Pupils on the SEND Register are identified based on continuous assessment, observations, advice from specialists and discussion with parents/pupils.
- Teachers (with advice from the SENDCO) will take action to remove barriers to learning that pupils may be experiencing.
- The Head teacher, SENDCO and other members of the leadership team prioritise pupils for interventions each term and parents are notified of this.
- The SENDCO and teacher will share outcomes of this with you and your child and identify next steps which may include a period of additional interventions, staff training priorities or resource needs.
- If a child has reached their targets, the support may no longer be necessary and may then be stopped.

14. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within class and also with regard to specific interventions and provision.
- The effectiveness of intervention and provision is reviewed regularly to ensure individual learning outcomes have been achieved. Pupils may continue to require further intervention or they may not, depending on outcomes.

- Where pupils have completed interventions which are proven to be effective and have not made adequate progress, the SENDCO may decide to ask for more specialised help.
- You and your child will be kept informed and encouraged to be actively involved in all stages of this support.

15. What support will there be for my child's happiness and well-being at school?

At Wheldrake with Thorganby CE Primary School, the happiness, health and well-being of all our pupils is very important. If you have any concerns about your child, please speak to their class teacher.

We support pupils' well-being and happiness through:

- Peer Support
- PSHE Lessons/Circle Time
- Social Skills
- Building Positive Relationships
- Emotional Literacy
- Clubs/Trips
- Learning Support
- Exciting Learning

16. What support will be provided for children with medical needs?

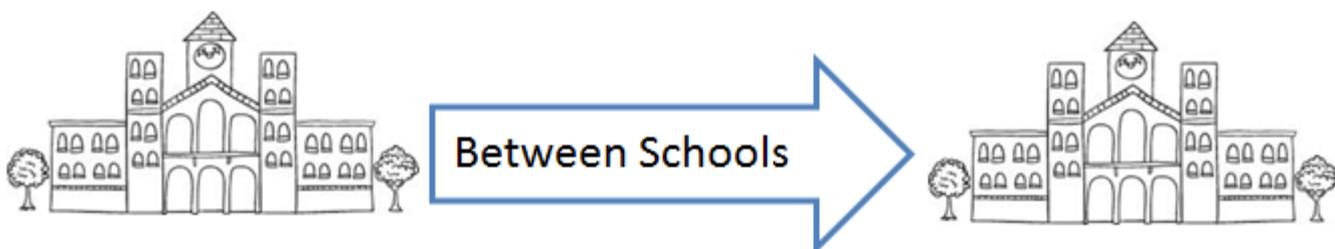
If a pupil has a medical need then a detailed Care Plan is compiled. This may be with specialist medical professional support in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

- Staff receive epipen training delivered by the School Nurse.
- Staff receive epilepsy training delivered by a specialist nurse.
- Staff receive diabetes training delivered by a specialist nurse.
- Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.
- All staff have basic first aid training.

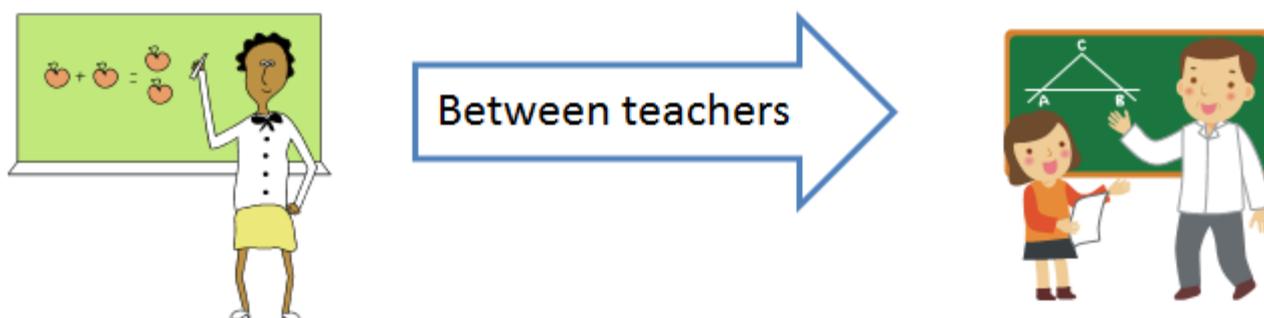
17. How is my child included in all the same activities as his/her peers at school?

- Wheldrake with Thorganby CE Primary School is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should feel free to contact your child's class teacher if you have any concerns.

18. How will Wheldrake with Thorganby CE (Primary) School support my child in transition stages?



- Transition visits – pupils see their new classrooms and meet new staff
- The old school and new school will discuss how best to support your child.
- Useful resources and information will be passed to the new school.
- A transition book may be used to prepare pupils for the change in school.



- Useful resources, strategies and information will be passed to the new teacher
- Children may make planned visits to their new classroom and meet their new teachers.
- A transition book may be used to prepare pupils for the change in teacher and room.

If your child has an EHC Plan (or statement), we will organise an early review to give plenty of time for structured transition work. You will be asked to attend these.

We also place a real emphasis on life-skills and preparing for adulthood. Targets which develop key life skills are central to discussions at annual review meetings for children with EHCPs.

19. Who can I contact if I have a complaint about the SEN provision made for my child?

- Initially speak with your child's teacher and/or the SENCO. Hopefully they will be able to address your concerns.
- You can then contact the headteacher, who may direct you to the school's Complaints Policy and procedure.

20. If I have any other questions about my child at Wheldrake with Thorganby CE Primary School, who can I ask?

At Wheldrake with Thorganby CE Primary School we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

- The class teacher
- The SENDCO
- The headteacher

21. Parent/ Pupil Voice

We really value both the views of parents/ carers and children at Wheldrake with Thorganby CE Primary School. The SENDCO runs an annual SEND forum, where parents are given the opportunity to share their views and concerns. Questionnaires are also sent out to parents so that they are able to share their opinions on SEND provision and suggest any ways in which it can be improved. After every intervention we track pupil data but also conduct pupil interviews to gather information about how we can continue to make interventions enjoyable and helpful for the pupils. Parents and pupils are also always involved when setting targets and evaluating learning plans.

Parent feedback:

"A very inclusive school. The parents and children are both kept fully informed with what is happening and supported throughout. The home/school communication works very well. The teachers are constantly looking at different ways to teach and include my child to give her the best possible academic outcomes she can achieve. My child is happy and feels very much part of the school community"

"I am really pleased with the support my son has received this year. The school have offered lots of support to him in groups and one to one. Support has been delivered in a sensitive and caring way which has helped his self-esteem. My son needed to attend support groups this year which he wasn't very happy about but the school fitted them in to his day so he didn't miss out on the subjects he enjoyed. Not only have the school supported him academically they have also provided fantastic pastoral care during his interventions and I am sure this contributed greatly to his success this year. The relationship between my son, his teacher along with the teaching assistants has been fantastic. I have seen him make huge strides academically and socially."

"As a parent of a child with additional learning needs I am generally happy with their progress over the past year. This year, their teacher has included more focused targets that have been achievable. She has enjoyed her learning at school and she is keen to continue her work at home especially writing and reading."

22. What is the Local Offer and where can I find it?

The Local Offer is the Council's offer for parents and young people. It will include provision both in and out of school and will include services and support provided by the private and voluntary sectors as well as the Council and the National Health Service. It will also include information about the arrangements for identifying and assessing children and young people's special educational needs and for requesting an Education, Health and Care (EHC) assessment. In addition there will be information on how to raise concerns about services.

Please click here to be taken the York Local Offer:

<https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>