



## **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.

We aim for our children at Wheldrake with Thorganby CE Primary School to be **resilient**, **kind**, **aspirational**, **happy** and **healthy**. Our curriculum, alongside our core Christian values of faith, hope and love, provide opportunities for the children to achieve this and reach their full potential. We expect every member of the school community to be ready, respectful and safe; we support our children to be good members of society valuing both themselves and others. We are proud that we were identified as the SEN Primary Provision of the year by the National Association for Special Educational Needs (NASEN) in 2020 and we continue to have a reputation for providing ambitious and personalised programmes of study for children with complex needs.

We hope every member of our school community knows how valued they are here at Wheldrake with Thorganby CE Primary School and leave here ready for whatever their next life adventure may be.

#### **1. What is the SEND information report?**

The Special Educational Needs and Disabilities (SEND) report contains information about services provided by Wheldrake with Thorganby Primary School for children with SEND. Since 2014 schools are required to publish this information on their website with the intention of offering choice and transparency for families. This report may be read in conjunction with City of York's Local Offer which can be accessed on the City of York website or clicking on this link: <https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>

Miss Sophie Tams is the Special Educational Needs & Disabilities Coordinator (SENDCo) at Wheldrake with Thorganby Primary School. If you have any concerns about SEND, she can be contacted on 01904 553422 or by emailing [sendco@wwt.yorkschoools.net](mailto:sendco@wwt.yorkschoools.net) The governor for SEND is Mrs Bronwyn Urwin who can be contacted via the school office.

## **2. What is meant by Special Educational Needs (SEND)?**

A child has SEND 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.

Special educational provision consists of educational or training provision that is additional to or different from that made generally for other children or young people.

## **2. What kinds of SEND 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):

### Cognition and Learning (C&L):

Cognition and Learning needs are defined as support for learning difficulties when children and young people learn at a slower pace than their peers, even with adapted support. Learners with SEND may have greater difficulty than their peers in acquiring literacy and numeracy skills, or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay or difficulties interacting socially.

### Speech, Language and Communication Needs (SLCN):

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with conditions such as ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

### Social, emotional and mental health difficulties (SEMH):

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically

unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

### Sensory and/or physical needs:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### Specific Learning Difficulty (SPLD):

Specific learning difficulties' is an umbrella term used to refer to several commonly occurring difficulties:

- Dyslexia or literacy difficulties
- Dyscalculia or numeracy difficulties
- Developmental Co-ordination Disorder (DCD)
- Dysgraphia
- and increasingly ADHD

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

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. 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 SENDCo and teacher may carry out observations, assessments or screening tests over a period of time to gather further information. This information, alongside guidance from York's banding documents, are used to identify whether the pupil needs to be added to the school's Special Educational Needs Register or the school's monitoring register.

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, scaffolds and resources within the class, extra support out of the class individually or in small groups, and things to practise at home. These interventions are short and focussed. Individual Learning Plans (ILPs) will be written, using Provision Map software, to detail current outcomes and the provision that is in place.

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 also have an Individual Learning Plan (ILP). 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 all children on the SEND register, 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 more detailed learning plan 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 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.
- If you continue to have concerns, you can arrange a meeting with the SENDCo, Sophie Tams ([sendco@wyt.yorkschoools.net](mailto:sendco@wyt.yorkschoools.net)). Please book an appointment with the office (tel: 01904 553422) or contact via email: [wheldrake.school@york.gov.uk](mailto: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, 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. Each child on the SEND register has a Pupil Passport which they contribute to filling in and their voice is an integral contributor to all learning plan reviews.
- 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. 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:

|                  |   |
|------------------|---|
| <b>Universal</b> | High quality teaching and learning in class that all children benefit from. Appropriate scaffolds and minor adaptations in place to match learning needs. |
| <b>Targeted</b>  | Assessment of need  |

|                   |  |
|-------------------|--|
|                   | <p>Support that is additional to or different to that required for all children put in place to meet a child's needs. In class, this may include additional support from a teaching assistant, additional scaffolds, appropriately differentiated work and additional resources, such as a Chromebook, a workstation or visual supports, that enable children to access learning.</p> <p>Out of class, these may include one to one or small group targeted interventions, brain and movement breaks and emotional and pastoral support.</p> <p>Any interventions are short, focussed and targeted on the child's outcomes and areas of needs. Outcomes will be set, interventions will be planned and regularly evaluated, reviewed and adapted by the class teacher and SENDCo in a continued cycle of assess, plan, do, review.</p> |
| <b>Specialist</b> | <p>Referrals to external specialist.</p> <p>Working collaboratively with external specialists to put in place additional support and provision.</p> <p>Detailed individual learning plan or EHCP plan in place.</p>  |

## 9. 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.

## 10. 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:

- SENDCo 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

### **11. 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.

### **12. 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.

### **13. 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 Support delivered by our qualified ELSA.
- Clubs/Trips
- Learning Support
- Exciting Learning

We recognise that understanding our emotions is a key aspect of regulating and managing behaviour. We have high expectations and expect everybody in the school community to be Ready, Respectful and Safe at all times (our school rules). We reward those that go above and beyond what is expected and we always focus on the positives. Children work as a whole class towards joint goals and celebrate these together. We have consistency in expectation and rewards for behaviour throughout our school community.

Underpinning the behaviour policy is the belief that everyone can learn to self-regulate their own emotions and behave at a developmentally appropriate level. Through use of the Zones of Regulation, we teach everyone that all feelings are validated. We teach children to recognise their emotions, understand how they as an individual react to these emotions and strategies they can use to regulate their behaviour. This enables everybody in the class to learn and have an understanding of each other's needs. We recognise that some children need additional support to self regulate and we liaise with professionals and families to put appropriate plans in place.

#### **14. 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.

#### **15. 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.

## **16. How accessible is the school environment?**

Our accessibility plan details how school is made accessible for all children.

### **Curriculum:**

- Our school offers a differentiated curriculum for all pupils, ensuring that the curriculum is not narrowed but appropriate scaffolds and support put in place to enable all learners to access it.
- Visuals are used to support learning and encourage independence of children with SEND.
- A bespoke curriculum is in place for a very small number of children where it has been recommended.
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils.
- Alternative forms of recording available for children who find writing difficult.

### **Physical Environment:**

- The environment is adapted to the needs of pupils and staff as required. This includes:
- Ramps
- Lifts
- Handrails
- Corridor width
- Disabled toilets and changing facilities
- Switches and shelves at wheelchair accessible height.
- Good housekeeping – salt used if ice, leaves cleared.
- Evacuation chair in place

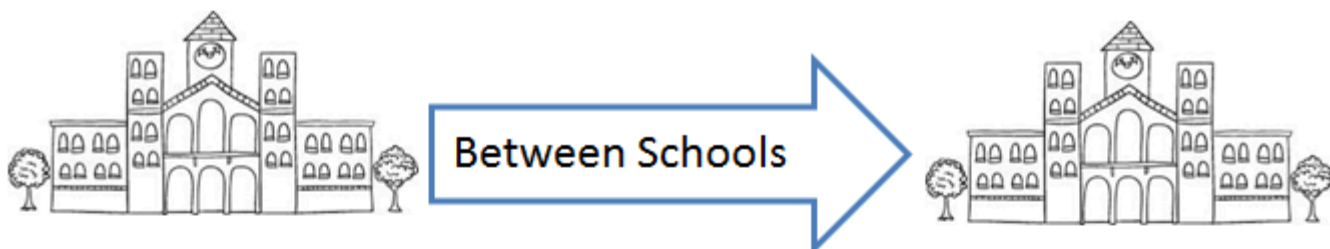
### **Delivery of Information:**

Our school uses a range of communication methods to make sure information is accessible.

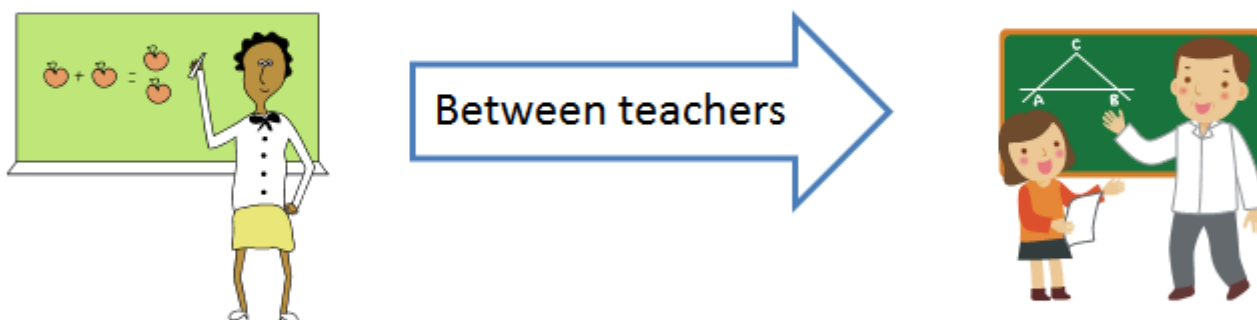
This includes:

- Internal signage
- Resources photocopied onto different colours.
- Pictorial or symbolic representations
- Neutral backgrounds to displays.
- Only relevant information displayed in classroom – use of working walls.
- SEND report, policy and local offer shared on website.
- SEND initiatives shared on weekly newsletter and website.

## 17. 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.

## 18. 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 SENDCo. 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.

## **19. 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

## **20. 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 into 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."

## **21. 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.yorksend.org/>

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