



## Wroxall Primary School SEND Information Report September 2020

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<https://wroxallprimary.co.uk/default.aspx>

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### **School's Local Offer**

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Needs being met in a mainstream setting wherever possible, where families want this to happen.

### **Admissions**

Children and young people, with SEND are allocated places in two separate and distinct ways:

1. Those children and young people with Education, Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.
2. Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child has an Education, Health and Care Plan, or if he/she has special needs but does not have an Education, Health and Care Plan, can be found on the following links:

<https://www.iwight.com/Residents/Schools-and.../School-Admissions/>

The Isle of Wight Council is committed to giving all children and young people high quality education that enables them to make progress and achieve well. For children and young people aged 0 to 25 with special educational needs or a disability, additional or specialist support may be needed to enable this. To support the process of identifying the range of provision and advice that is available, the Isle of Wight Local Authority have published a local offer. For more information about the Local Offer please use the following link: <http://www.iwight.com/localoffer>

## **Key – Guide to understanding the abbreviations are used throughout this report**

ADHD – Attention Deficit Hyperactivity Disorder

ASD – Autistic Spectrum Disorder

ATAS - Attachment and Trauma Aware Schools

Early Help Plan – An Early Help Assessment is used to support the identification of needs for a child, young person and their family

EHCP - Education, Health and Care Plan

ELKLAN - A specific, speech and language service approved training programme for staff to provide inclusive strategies for children with speech language and communication needs

ELSA – Emotional Literacy Support Assistant

GDPR - General Data Protection Regulation

INSET – in service training

LA – Local Authority

LSA – Learning Support Assistant

**MASH - Multi Agency Safeguarding Hub**

PSHE – Personal, Social, Health and Economic Education

SALT - Speech and Language Therapy

SEN – Special Educational Needs

SENCO – Special Educational Needs Co-ordinator

SEND – Special Educational Needs and Disabilities

SENDIASS – Special Educational Needs and Disabilities Information Advice and Support Services

SLT – Senior Leadership Team

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS WITH LEARNING IN THIS SCHOOL:

School-Based Information	Staff	Summary of Responsibilities
<p>1. Who are the best people to talk to in the school about my child's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Class teacher</p> <p>Mr B. Price – SENCO</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> <li>•Discussing child's current working levels, daily progress and achievement, which relate to Quality First teaching.</li> <li>•Setting targets for current Individual Support Plan - plan, do, review, cycle.</li> <li>•Reviewing all Individual Support Plans and maintaining an evidence base of targets and work completed.</li> </ul> <p>Managing TA's with regards to their interventions.</p> <ul style="list-style-type: none"> <li>•Liaising with the SENCO over areas of concern through the Cause for Concern system.</li> <li>•Ensuring recommendations from outside agencies take place within the school day on a targeted cycle of work.</li> </ul> <p>He is responsible for:</p> <ul style="list-style-type: none"> <li>•Overseeing the day-to-day operation of the SEND Policy.</li> <li>•Coordinating the provision for pupils with SEND.</li> <li>•Liaising and giving advice to fellow teachers.</li> <li>•Overseeing records of pupils with SEND</li> <li>•Liaising with parents of pupils with SEND (after initial contact through the class teacher).</li> <li>•Making a contribution to INSET for staff during staff meeting or training days and through targeted TA meetings each term.</li> <li>•Maintaining and monitoring a provision map for pupils with SEND.</li> <li>•Liaising with external agencies, LA support services, health, social services and voluntary bodies.</li> </ul>

HOW COULD MY CHILD GET HELP IN THE SCHOOL?

Children and young people at Wroxall Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people, it may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided also showing the stage of the SEND Code of Practice children will be at when receiving this input	What would this mean for your child?
2. What are the different types of support available for children and young people with SEND in this school?	All children – Quality First Teaching	Your child will have their needs met through high quality levels of Quality First teaching, using activities that will be varied and aimed at your child individually. Daily, formative assessments are used to identify children needing additional support to secure learning. 'Keep up, Catch up' strategies are used by Class Teachers and Learning Support Assistants to support children with their learning on a regular basis in order to help them to make progress.
	All children – School based interventions.	Regular Pupil Progress Meetings take place in school with the Class teacher and Head teacher, where individual children's progress and needs are discussed. If your child is not achieving expected levels of attainment, the progress gap is growing or your child's needs do not appear to be met within Quality First Teaching then your child will be put forward to engage in one or more of the targeted interventions that we run in school. Decisions will be made with the class teacher, Head teacher and SENCO about the most appropriate intervention. <ul style="list-style-type: none"> <li>• Some of the interventions we use include: Precision Teaching</li> <li>• 3+-; Daily Reading; Sensory Circuits; Listening and Attention skills; Speech and Language intervention groups; Talkabout Social Skills intervention groups, Zones of Regulation; ELSA and other small focused groups as appropriate.</li> </ul>
	SEND Support	If, following a period of sustained interventions and sustained support, your child's area of need does not show appropriate progress then your child will be identified for SEND Support and a Individual Support Plan will be formed.

	Child with EHCP	Individual specific support as identified on the EHCP
3. What support is there for behaviour, avoiding exclusion and increasing attendance	<ul style="list-style-type: none"> <li>At Wroxall Primary School we follow a clear behaviour policy, focusing on 'First attention for best conduct'. We use consistently use meaningful praise, positive reinforcement, acknowledgement and rewards to create a positive school culture. Following the use of sanctions within school, we seek to use a restorative justice approach to re-build relationships between pupils and staff.</li> <li>We endeavour to support any child with a behavioural difficulty by trying to identify the underlying cause and supporting the child and family to find strategies to deal with the issues. These might include: <ul style="list-style-type: none"> <li>Developing an Individual Behaviour Assessment Profile.</li> <li>Using a behaviour monitoring/target setting chart.</li> </ul> </li> <li>Depending on the need, we could offer (after consultation with the SENCO, Head teacher, Class teacher and parents) an EHA (Early Help Assessment) to support the child and family's needs through engagement with external agencies. This is subject to agreement by the MASH team in Social Care.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance is monitored closely at Wroxall Primary School in partnership with the Education and Inclusion service.</li> <li>First day calls are always made for children who are absent. Calls are followed up regularly until children return to school.</li> </ul> <p>The school encourages regular attendance and a return to school is supported using the school's administering medicines policy.</p> <ul style="list-style-type: none"> <li>SAM (School attendance meetings) may take place for any children where attendance falls within or below target, if there is a pattern of broken weeks or children are regularly late for school.</li> </ul>
4. How can I let the school know I am concerned about the progress of my child/young person in school?	<ul style="list-style-type: none"> <li>The first point of any contact would be with the child's current class teacher. Class teachers are always happy to meet with parents briefly and informally at the end of the school day. Appointments can also be made to meet with or speak to teachers by prior arrangement. The school office should be contacted to arrange this.</li> <li>There are 3 planned opportunities to speak with the class teacher each academic year, one in each term and a final end of year report in the Summer term.</li> <li>If you still feel unhappy about any issue after a discussion with the class teacher an appointment can be made to speak with the SENCO, Mr Price in the first instance and further to this the Head Teacher, Mrs Torrance.</li> </ul>	
5. How will the school let me know if they have any concerns about my child/young person?	<ul style="list-style-type: none"> <li>Class teachers will keep parents informed if they have concerns regarding a child. Issues will be brought to parents' attention as soon as possible.</li> <li>A meeting will be arranged between the class teacher and the parents to discuss initial concerns and following this an additional meeting may be arranged to plan to address any needs.</li> <li>Additional staff may attend this meeting, e.g. SENCO, to support the discussion and planning of any interventions within school.</li> </ul>	
6. How is extra support allocated to children and young people and how do	<ul style="list-style-type: none"> <li>Extra support is identified and allocated to groups of pupils or individuals during regular pupil progress meetings. Pupil progress meetings allow class teachers, SENCO and SLT in school to discuss the progress and attainment of individual children. The school primarily seeks to cater for the varying needs of children within the classroom by</li> </ul>	

<p>they move between the different levels?</p>	<p>delivering quality first inclusive teaching as part of carefully differentiated learning. Any child needing extra support, in the form of an intervention, will be monitored in terms of their levels of progress. The school follows a graduated approach for SEND provision. As such, interventions are always assessed for their effectiveness. Our aim is to ensure that each child is able to make or exceed expected progress in order for them to catch up. If, following the review, a child is not making progress, a different intervention tool may be employed, or further assessment of an individual's needs sought.</p> <ul style="list-style-type: none"> <li>• Each child identified as having SEND will have an Individual Support Plan. The support plan will detail the support strategies and provision in place within the classroom for each child based upon their individual needs.</li> <li>• Extra support is identified in regular pupil progress meetings with the class teacher, SENCO and Head teacher.</li> </ul>	
<p>7. What specialist services are available at or accessed by the school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> <li>• Educational Psychology Service</li> <li>• Family Liaison Officer</li> </ul> <p>Behaviour Support Educational and Inclusion Service ELKLAN trained staff Play Therapist</p>
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> <li>• Termly planning meetings with speech therapist offering support and advice to the school. This may involve identifying and delivering staff training needs and providing parental advice.</li> <li>• Speech and Language Therapy Service support for children with an EHCP detailing a speech, language or communication need.</li> </ul> <p>Sensory Support Services to support children with visual or hearing impairment.</p>
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Speech, Language and Communication support for children in Reception classes.</li> <li>• Occupational Therapist observations and assessments</li> <li>• ASD assessments</li> </ul>
<p>8. How are staff in the school supported to work with children &amp; young people with a SEND? a) What training have the staff supporting children/young people with</p>	<ul style="list-style-type: none"> <li>• SENCO has Accreditation award.</li> <li>• Regular SEND updates and staff awareness training take place in school.</li> <li>• Ongoing training as required by staff – e.g. Primary Behaviour Services Training, Attachment and Trauma awareness</li> <li>• ELKLAN trained and carry out classroom observations, offering advice and strategies to support children with Language and Communication needs.</li> <li>• School SENCO, Mr Bradley Price, attends half termly SENCO circle meetings and termly Local Authority SENCO briefings.</li> </ul>	

SEND had or have available?	
<p>9. How will activities/teaching be adapted for my child/young person with learning needs?</p> <p>a) How will the curriculum be matched to my child's/young person's needs?</p> <p>b) How will both you and I know how my child/young person is doing and how will you help me to support my child/young person's learning?</p>	<ul style="list-style-type: none"> <li>• Supporting and enabling all of our children to achieve and develop the confidence, independence, self-belief and the resilience to become the very best that they can be is our overriding aim at Wroxall Primary School.</li> <li>• We will have high expectations of all our children and as such teaching and learning will be differentiated across the curriculum by class teachers depending upon the needs of the individual child.</li> <li>• The curriculum will be matched to suit the needs of individual children by class teachers, ensuring that it is fully inclusive, enabling all to enjoy and achieve. Keep up, catch-up work, often led by class teachers, takes place regularly throughout school to support children to secure learning.</li> <li>• Class and subject teachers continually use formative and summative assessment processes to measure progress and consider 'next steps' for individual children in their class.</li> <li>• The school has developed a 'Non-Negotiable Inclusive Checklist' which class teachers use in order to differentiate the curriculum for individual children. Such adaptations may, but do not exclusively include, the use of coloured overlays; individual visual aids; preferential seating, clear simple instructions; tasks chunked into smaller steps; sensory awareness; checklists, visual timetables and the praising of effort above achievement. The non-negotiables will be extended in 2020 to support the needs of children with attachment and trauma difficulties.</li> <li>• The school's feedback and marking policy seeks to identify and praise achievement and areas for development within children's work in order to support continuous progress.</li> <li>• Parent consultation meetings take place twice a year and additional meetings can always be arranged at request. Formal 'end-of-year' reports are shared with parents termly.</li> <li>• If your child needs additional support at home, the class teacher will inform you of how best to do that. In addition, every child in school receives weekly homework in the form of reading, spelling, maths or other curriculum-based activities (depending on the Key Stage).</li> <li>• If your child is identified as having SEND they will receive an Individual Support Plan. Pupil voice is an important aspect of SEND at Wroxall Primary and is central to the Support plan. As such, support plans are completed in school with children, identifying strengths and areas of difficulty which may impact across the curriculum. Effective support strategies and targets which relate to a range of subject areas are always explored with children during these meetings. Children are encouraged to explain how they can be proactive in supporting themselves. Support plans are always shared with parents and carers and their contributions are warmly welcomed. These documents are shared with all teachers who teach your child so that necessary adaptations are fully understood.</li> </ul>
10. How will the school measure the progress of my child/young person?	<p>In circumstances where class teachers decide that a pupil is making reduced progress or an area of concern is raised, the SENCO would be informed through a Cause for Concern form. This will outline the primary areas of concern and what approaches have been made to adapt learning for the individual. The SENCO will then initiate a review of the approaches and be able to suggest alternative approaches or targeted support through further specific interventions.</p> <ul style="list-style-type: none"> <li>• Progress will then be closely monitored through interventions the child is engaging with.</li> </ul>

	<ul style="list-style-type: none"> <li>•Support maybe necessary through SEND Support where a series of plan, do review targets are established to address identified needs and ensure additional support is in place to ensure adequate progress.</li> <li>•Adequate progress is defined as: Narrowing the attainment gap between the pupil and peers. Preventing the attainment gap increasing. Equalling or improving the pupil’s previous progress rate. Ensuring full curricular access. Improving attitude towards learning. Showing an improvement in pupil’s behaviour. Showing an improvement in self-help, social or personal skills.</li> </ul>
<p>11. What is the pastoral, medical and social support available in the school? a) What support will there be for my child/young person’s overall well-being?</p>	<ul style="list-style-type: none"> <li>• Personal, Social, Health and Economic (PSHE) lessons, circle time, social skills stories, comic strip conversations and Zones of Regulation programmes.</li> <li>• Appointing a specific member of staff for a child to turn to for support in school.</li> <li>• Using a ‘help card’ system with specific children for them to go to an identified ‘safe place’ in school if they feel that they need some ‘time out’.</li> <li>• ELSA support – individually or as part of a group</li> <li>• ASD friendly classrooms with visual timetables, structure and identified rules.</li> <li>• Early Help Plan - multi-agency support for families.</li> <li>• Barnardos Family Support</li> <li>• Targeted strengthening families support</li> <li>• ‘Talk 2’ Barnardos’ counselling sessions can be accessed by parents seeking support for their children.</li> <li>• Engagement and review meetings with school nurse.</li> <li>• Mentor meetings for Pupil Premium children to raise self-awareness and positive self-esteem in their work.</li> <li>• FLO (Family Liaison Officer)</li> <li>• EIS (Education and Inclusion Service)</li> <li>• Play Therapist</li> <li>• Referral to counselling services as needed</li> <li>• School Nurse visits</li> <li>• Signposting to external services</li> </ul>
<p>12. What support does school have for me as a parent of child/young person with a SEND?</p>	<p>Family learning, with the majority engaging families in YR and KS1 to support the transition into school for parents and children, but also engaging session in KS2 where appropriate.</p> <ul style="list-style-type: none"> <li>•We offer Early Help Assessments to families that meet the criteria of school and HANTS direct, through further support network meetings where additional services can be accessed to support the needs of the family, e.g. parenting support, CAHMS, school nursing team,</li> </ul>



	<ul style="list-style-type: none"> <li>•FLO to link directly with families in supporting the home school communication and work process.</li> </ul>
13. How does the school manage the administration of medicines?	<p>As a school, we will support families in getting children to school to ensure quality education without the need for any significant gaps in attendance.</p> <ul style="list-style-type: none"> <li>•Please see the separate school policy on the administration of medicines.</li> </ul>
14. How accessible is the school environment? (including after school clubs and school trips)	<p>The school has an accessibility plan to ensure we are completely accessible and an inclusive school.</p> <ul style="list-style-type: none"> <li>•We have on site fully accessible toilet and shower facilities, assigned disabled parking bays, flat pathways and entrance routes into all external and internal rooms based on the ground floor where all classrooms and areas used by children are located.</li> <li>•Access to after school clubs and trips are available to all and in occasional circumstances suitability of residential trips would be sought prior to booking information being completed.</li> <li>•Parents whose children are in receipt of pupil premium funding, receive financial support to enable children to participate in all activities in line with their peers.</li> <li>•The office is always open from 8:30am until 3:25pm daily to deal with any queries by any stakeholder.</li> </ul>
15. How does the school manage the administration of medicines?	<p>Medication can only be dispensed on completion of a permission form or Healthcare Plan, stating clearly the dosage/type of medication to be given. Medicines are kept securely. Please read this section in conjunction with the school's 'Supporting pupils at school with medical conditions policy' which is available on the school website.</p>
16. How will the school support my child/young person when they are leaving? OR moving to another Year?	<ul style="list-style-type: none"> <li>• We have close links with Wroxall pre-school and other local providers who visit the school environment during transition</li> <li>• Pre-school staff attend liaison/transition meetings with Reception staff.</li> <li>• Children beginning Reception each year are invited to a number of play sessions in their Reception class prior to beginning school. In addition, home visits are carried out by our Reception staff and visits are made to pre-school settings. Additional meetings between Reception teachers, Pre-school staff and the school SENCO take place for children with SEND joining school.</li> <li>• We have links with the local secondary schools, the children participate in events throughout KS2 to raise awareness of the larger secondary school sites and build confidence for transfer.</li> <li>• There are transition meetings with all secondary schools for transfer of information.</li> <li>• Additional meetings for the transfer of SEND information with Secondary school SENCO, Primary school SENCO and Y6 class teacher at the point just prior to transition.</li> <li>• As children move through the school, transition sessions take place during the summer term where children have the opportunity to visit their new class and meet their new teacher.</li> <li>• 'Transfer of Information' meetings occur in the summer term so that new teachers are fully informed of the progress and needs of the children in their new classes. Current Support Plans are passed on to a child's new teacher. Additional parent/teacher/SENCO meetings are also offered at this point.</li> <li>• Additional visits and transition booklets are used for children who need more support.</li> <li>• Inclusion Partnership Agreement meetings may be set up for children who are transferring between settings.</li> </ul>

<p>17.What are the arrangements for handling complaints from parents of children with SEND about the provision made at school?</p>	<p>It is in everyone’s interests for complaints to be resolved as quickly and effectively as possible. Our SEND complaint procedure is as follows:</p> <ul style="list-style-type: none"> <li>• Initially the complaint is dealt with by the class teacher. Class teachers will listen to all the points raised and seek ways to address the issues.</li> <li>• If the matter remains unresolved, the complaint will be dealt with by the SENCO or a member of the senior leadership team.</li> <li>• If there is still no resolution the Headteacher will become actively involved.</li> <li>• If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors and the Governing Board will deal with the matter through their agreed complaint resolution procedures.</li> <li>• In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution.</li> <li>• A separate complaints procedure applies to Special Educational Needs Assessment panels. <ul style="list-style-type: none"> <li>• Full details of the school’s Complaints Policy is available on the school website.</li> </ul> </li> </ul>
<p>18.Where can I get further information about services for my child/young person?</p>	<p>If you want to find out more about what is available across the Isle of Wight, please use the following link to:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.iwight.com/Residents/Schools-and-Learning/">http://www.iwight.com/Residents/Schools-and-Learning/</a></li> </ul>