



## Wroxall Primary School SEN Information



**Wroxall Primary School**  
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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 Need/s 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 & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

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.



	<p>SENCo Mr Rob Penman</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• overseeing the day-to-day operation of the school's SEN policy</li> <li>• co-ordinating provision for children with SEN</li> <li>• liaising with the relevant Designated Teacher where a looked after pupil has SEN</li> <li>• advising on the graduated approach to providing SEN support</li> <li>• advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively</li> <li>• liaising with parents of pupils with SEN</li> <li>• liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies</li> <li>• being a key point of contact with external agencies, especially the local authority and its support services</li> <li>• liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned</li> <li>• working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements</li> <li>• ensuring that the school keeps the records of all pupils with SEN up to date</li> </ul>
	<p>Interim Executive Headteacher Mr Mark Snow</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Ensuring the appropriate support for children with SEN is in place and effective</li> <li>• Delegating responsibilities to the SENCO, ensuring that pupils with additional needs are appropriately facilitated within the school</li> <li>• Working closely with the governor responsible for SEN, keeping them up to date regarding issues within school relating to Additional Educational Needs</li> </ul>
	<p>SEN Governor</p>	<p>She / He is responsible for:</p> <ul style="list-style-type: none"> <li>• Meeting regularly with the SENCO and monitoring the support that is given for any student with Additional Needs that attend the school</li> </ul>

**HOW COULD MY CHILD GET HELP IN THE SCHOOL? :**

Children and young people in 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/agencies the class teacher or 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

	<b>Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input</b>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
2. What are the different types of support available for children and young people with SEND in this school?	Quality First Teaching	Your child will have their needs met through quality first teaching, using differentiated activities that are aimed at your child's individual level.	All children
	Targeted interventions and/ or small group adult support	Any child who is not making expecting rates of progress and who is highlighted during our termly pupil progress meetings may be put forward for one of the many interventions that are run in school. It may also be recommended that a child join a small group within a class for additional adult support.	All children

	Social and emotional wellbeing	We offer support for all children's emotional well-being and mental health through various interventions that we run ourselves or can access. Children who need this type of support will be discussed with the SENCO/FLO/class teacher and parents and the appropriate support will be put into place. This will be reviewed on a termly basis. Support within school can be , but not exclusive to or limited to: Lunchtime chill & chat club, Circle Time	All children
3. How can I let the school know I am concerned about the progress of my child in school?	<p>First contact should be made with the class teacher regarding any concerns you may have for your child's progress</p> <ul style="list-style-type: none"> <li>• If you still have concerns regarding your child's progress, contact should be made with the SENCO</li> <li>• If you continue to have concerns about your child's progress then contact should be made with the Executive Headteacher.</li> </ul>		
4. How will the school let me know if they have any concerns about my child?	<p>Your child's progress is monitored every half term by the teacher (and the SENCO if they are receiving intervention beyond the classroom practice).</p> <ul style="list-style-type: none"> <li>• The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices</li> <li>• The SENCo will work closely with teachers, if necessary, to plan appropriate programmes of intervention and support</li> <li>• The class teacher and SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.</li> </ul>		
5. How is extra support allocated to children and how do they move between the different levels?	<p>In the first instance the child will receive quality first teaching.</p> <ul style="list-style-type: none"> <li>• This can be supplemented by interventions as outlined above.</li> <li>• Advice or requests for support from external agencies can also be sought.</li> </ul>		
6. What specialist services are available at or accessed by the school?	A. Directly funded by the school	<ul style="list-style-type: none"> <li>• Teaching Assistants (TAs)</li> <li>• Higher Level Teaching Assistant (HLTA)</li> <li>• Family Liaison Officer</li> <li>• ELKLAN (Speech &amp; Language assistant)</li> <li>• Educational Psychology service</li> </ul>	
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> <li>• Educational Psychology service to support requests for an EHCP</li> <li>• Medina House Outreach</li> </ul>	

	<p>C. Provided and paid for by the Health Service but delivered in school</p> <ul style="list-style-type: none"> <li>• Access to school nurse</li> <li>• Speech and Language Therapist</li> <li>• Child Adult Mental Health Team (CAMHS)</li> </ul>
<p>7. How are staff in the school supported to work with children &amp; young people with an SEND?</p> <p>a) What training have the staff supporting children with SEND had or have available?</p>	<p>All teachers have Qualified Teacher Status which means they have undertaken training to meet the needs of all pupils in regards to their learning. TAs role in the classroom is overseen by teachers, they receive specific training if needed to support pupils' specific needs. All staff are supported through their own continued professional development (CPD) which is highlighted through performance management meetings with the Executive Headteacher.</p> <ul style="list-style-type: none"> <li>• Training for National Award for SENCO's.</li> <li>• SENCo Network Meetings</li> <li>• ELSA</li> <li>• Elklan</li> <li>• SMILe therapy</li> </ul>
<p>8. How will activities/teaching be adapted for my child with learning needs?</p> <p>a). How will the curriculum be matched to my child's needs?</p> <p>b) How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> <li>• All lessons are differentiated by the class teacher to support and enhance the learning of pupils with Additional Educational Needs</li> <li>• TAs are timetabled to work within lessons to support individual/small groups of children, depending on the need of the class</li> <li>• Teachers deliver lessons that are engaging and have a variety of teaching approaches including practical activities, use of ICT, group discussions and independent learning</li> <li>• School reports</li> <li>• Parent's Evenings</li> <li>• Individual Education Plan or Behaviour Plan</li> <li>• Information provided on request for parents about activities they can do with their child at home.</li> </ul>
<p>9. How will the school measure the progress of my child?</p>	<p>Children's progress is monitored every half term by the class teacher (and SENCO if they are receiving intervention beyond the classroom practice).</p> <ul style="list-style-type: none"> <li>• EYFS will be monitored against the child's individual profile.</li> <li>• The children's progress is reviewed every half term against targets set at the beginning of the intervention.</li> <li>• Formal assessments are undertaken each term and the data collected is used to set next targets.</li> </ul>

<p>10. What is the pastoral, medical and social support available in the school?</p> <p>a) What support will there be for my child's overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p> <p>c) What approaches are used in early year's settings to manage behaviour?</p>	<p>All staff within the school are expected to provide pastoral support.</p> <ul style="list-style-type: none"> <li>• Family Liaison Officer (FLO)</li> <li>• School Nurse</li> <li>• Trained First Aiders</li> </ul> <ul style="list-style-type: none"> <li>• EWO</li> <li>• Behaviour Policy which provides a consistent approach to behaviour across the school.</li> <li>• Working with parents whose child's behaviour is a concern.</li> </ul> <ul style="list-style-type: none"> <li>• Comprehensive transition procedures</li> <li>• Children are aware of rewards and consequences.</li> <li>• High expectations for behaviour</li> </ul>
<p>11. What support does the school have for me as a parent of child with a SEND?</p> <p>a) How are children with SEND currently involved in their education at your setting</p>	<p>Parents are free to come in at any time and ask to chat to class teachers, FLO or SENCo.</p> <ul style="list-style-type: none"> <li>• The school is pro-active in using the Common Assessment Framework (CAF) process giving support to the family as well as the child.</li> <li>• All children are involved in monitoring their achievements and progress in class and making improvements to their work following the teacher's response marking, and recognising their personal achievements.</li> </ul>
<p>12. How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> <li>• Please see the school policy on administering medicines.</li> <li>• Our school policy follows the statutory guidelines.</li> </ul> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf</a></p>
<p>13. How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> <li>• We are an inclusive and accessible school, the school regularly monitors the access to take in account any changes in the environment and individual needs of children.</li> <li>• The school operates a breakfast club on site which runs from 8am – 8.45am and an after school 'Chill' club which runs from 3.00 – 5.30pm.</li> <li>• All children are invited on school trips and adjustments are made regarding a child's individual needs as required</li> </ul>

<p>14. How will the school support my child when they are leaving OR moving to another Year?</p>	<ul style="list-style-type: none"> <li>• Transition will be supported by additional visits and close liaison with receiving school and/or previous setting</li> <li>• Where there are significant SEN, a personalised programme for transition will be put in place.</li> </ul>
<p>15. Where can I get further information about services for my child?</p>	<ul style="list-style-type: none"> <li>• Our School SEN caseworker is Heidi Carden – 01983 821000</li> <li>• Parent Voice – Parent support group – 01983 241494 – <a href="http://www.parentvoice-iw.co.uk">www.parentvoice-iw.co.uk</a></li> <li>• Family Information Zone 01983 823349 – <a href="mailto:familyinfozone@iow.gov.uk">familyinfozone@iow.gov.uk</a></li> <li>• For information about services for children and young people up to 25 available on the Isle of Wight - <a href="http://www.iwight.com/Residents/Care-and-Support/SEND-Reforms/SEND-Reform-Work-on-the-Isle-of-Wight/Local-Offer1">http://www.iwight.com/Residents/Care-and-Support/SEND-Reforms/SEND-Reform-Work-on-the-Isle-of-Wight/Local-Offer1</a></li> <li>• SENDIAS – 01983 825548 - <a href="http://www.iwsendiass.co.uk">http://www.iwsendiass.co.uk</a></li> <li>• Short breaks 01983 823168</li> <li>• IOW local Offer: <a href="http://www.iwight.com/localoffer">www.iwight.com/localoffer</a></li> </ul>