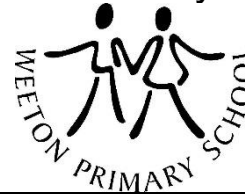


## SEN information Report

### Weeton Primary School



#### The SEND team

SENCO: Mrs A Holding  
SEN HLTA and Family Learning Mentor: Mrs R Pridmore  
Date: September 2024

#### Inclusion statement

Mission statement: Where children learn, laugh and thrive together.

At Weeton, we aim to ensure that all pupils achieve their potential by providing access to a broad and balanced curriculum through a variety of teaching strategies.

We recognise that all children have different educational and behavioural needs; require different strategies for learning; understand and communicate information at different rates; need a range of different teaching approaches and learning experiences.

All pupils' individual needs are considered and the full range of approaches are available so that we can include all children.

#### What kind of Special Educational needs do Weeton Primary School make provision for?

Weeton Primary School is a mainstream setting. The SEND team work together on a weekly basis to oversee the provision for SEND pupils across school.

Children's skills and attainment will be assessed on entry, building on information from parents and the previous settings or key stage. If a child enrolls at the school with previously identified SEND, initially the school would follow the targets from the previous setting for up to half a term, and the class teacher would carry out assessments. Where necessary, school would also contact the previous school for more information.

A meeting would be held with the child (where appropriate), their parents, the class teacher and the SENCO regarding the type of support they had previously and what would be useful in the new school. After a settling in and assessment period new targets would be set for the child.

At Weeton Primary we endeavour to cater for all the types of SEND. There is a wide spectrum of SEND (Special Educational Need or Disability) which are frequently inter-related. The four main areas as identified in the 2014 SEND Code of Practice are;

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health
- 4) Sensory and /or physical

**How does the school know if my child needs extra help and how will I be involved?**

The Code of Practice states a **Graduated Approach** to the identification and assessment of SEND. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

Parents and children are involved in the assessment at every stage alongside other professionals from external agencies as necessary. Parents are offered support by the FLM and SENCO in school and they are also able to signpost families to support agencies. Parents evenings are offered in October and February each year and a written report is sent out in July. Families of SEND pupils will meet with class teachers on other occasions to discuss targets.

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We follow the cycle of **Assess-Plan-Do-Review** as set out in the SEN Code of Practice. This is a continuous cycle of reviewing and planning in order to meet the needs of individual pupils.

The table below highlights how Weeton Primary School adopt this approach (see appendix 1 for our SEND pathway)

**The Graduated Approach (Assess-Plan-Do-Review):**

WAVE 1	<ul style="list-style-type: none"><li>• Class teachers are responsible for the progress and development of all pupils in their class.</li><li>• Quality first teaching is the first step in our response to pupils who have SEN.</li><li>• This is adaptive teaching where teachers will make adjustments within lessons and/or in planning to adapt the curriculum to your child's needs e.g. vocabulary mats, additional time, chunking tasks.</li></ul>
Quality First Teaching	

	Adaptive teaching	<ul style="list-style-type: none"> <li>• The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. The teacher adapts their teaching methods as appropriate to the child's needs.</li> <li>• If a child is working below age related expectations and/or is not making progress (including progress in areas other than academic attainment) then they will be monitored closely by the class teacher and teachers may raise a cause for concern (see appendices).</li> </ul>
	WAVE 1 Cause for concern	<ul style="list-style-type: none"> <li>• If teachers are concerned about attainment, academic progress or progress in other areas, then they will raise a cause for concern.</li> <li>• Teachers will then collect information about a child's progress and try different strategies in class to support the child, for up to half a term, depending on the complexity of their needs.</li> <li>• This time period is decided on each individual case and where a child presents with highly complex needs we will not delay in trying to put appropriate support in place.</li> <li>• Following the period of monitoring, the class teacher and SEND team will discuss what has been tried and the impact of strategies on the child's progress.</li> <li>• If the child has not made progress then they may be moved onto the additional support level.</li> </ul>
	WAVE 2 Additional Support	<ul style="list-style-type: none"> <li>• This is the additional support level. This is more than that which is typically available within quality first and adaptive teaching but is not SEN provision.</li> <li>• The class teacher and SEND team will review all the assessments and any other information about the child in order to decide on the next steps.</li> </ul>

		<ul style="list-style-type: none"> <li>• The class teacher will then discuss this with the child and parents and the child may then receive additional support in class.</li> <li>• The child will have a provision map which will detail additional support (see appendices)</li> <li>• Support at this level often takes place within class in small groups or in short one to one sessions and may be more individualised than support at Wave 1.</li> <li>• If a child has not made progress after 3 cycles of assess-plan-do-review then they may be considered for assessments of any possible underlying needs at Wave 3.</li> </ul>
	<p>WAVE 3</p> <p>SEN support</p>	<ul style="list-style-type: none"> <li>• This is the SEND support level.</li> <li>• If a child hasn't made progress at the additional support level, the class teacher and SEND team would review all the assessments and any other information about the child.</li> <li>• Outside agencies may be consulted for specialist advice and/or to carry out assessments to provide support to the school in allocating resources effectively.</li> <li>• If SEN is identified, a SEN provision tracker (see appendices) will be written to outline support needed. This will include individualised targets.</li> </ul>
	<p>Education, Health and Care plan.</p>	<ul style="list-style-type: none"> <li>• If a child hasn't made progress at the SEN support level, the class teacher and SEND team would review all the assessments and any other information about the child.</li> <li>• A decision may be made to make a request for an Education, Health and Care Needs assessment (EHCNA).</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• This decision is made in consultation with the child, parents, SENCO, class teacher and outside agencies.</li><li>• The local authority will decide whether a child needs an Education, Health and Care Plan based on the evidence submitted.</li><li>• If your child has an EHCP, school will put provision in place as set out in the plan in order to support the child in achieving their outcomes.</li></ul> |
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<p><b>How does Weeton Primary School assess and review my child's progress?</b></p>	<ul style="list-style-type: none"> <li>• It is the class teacher's responsibility to monitor the progress of children in their class on a daily, weekly and termly basis.</li> <li>• Class teachers with the Senior Leadership team complete formal tracking of pupil progress on a termly basis. This information is used alongside the provision map to audit and plan how best to make the provisions that will be required to meet these identified needs.</li> <li>• Provision mapping is used in school to audit all children's needs and to plan systematically how best to make the provisions that will be required to meet these identified needs.</li> <li>• Governors receive an annual SEND report which provides up to date information about the attainment and provision for SEND pupils in school.</li> </ul>
<p><b>How is the teaching and the curriculum adapted to meet my child's needs?</b></p>	<ul style="list-style-type: none"> <li>• Weeton Primary School has high expectations for all children and ensures all children receive quality first teaching. Class teachers adapt their teaching and differentiate the curriculum to meet the needs of individual pupils and monitor how effective this is through daily marking and discussions with support staff and termly monitoring meetings with SLT.</li> <li>• The school has average class sizes and employs a full time teaching assistant in each class.</li> <li>• The school also has a part time SEN HLTA who works in the Rainbow Room supporting children with additional needs from across the school on a one to one and small group basis.</li> <li>• Classrooms are stimulating and well resourced. Displays provide children with prompts and visual reminders to encourage children to learn independently. Some children may have additional adult support if they have an Education, Health, Care Plan (EHCP) or are supported at the SEN support level in school.</li> <li>• SEND pupils have a provision tracker with individual targets specific to meeting their needs.</li> <li>• Children with additional needs may be allowed additional time during assessments or may be able to complete the tests in smaller group or one to one situations as appropriate. At the end of KS2 those children who require additional support during SATS will have been identified by the Spring term and the appropriate applications are made.</li> </ul>

<p><b>How does the school decide whether a child has Special Educational Needs and what extra help they may need?</b></p>	<ul style="list-style-type: none"> <li>• Teachers are responsible for raising any concerns about a child in their class with the parents and the SEND team and they will monitor the child's progress closely.</li> <li>• Please see our SEND pathway and SEND policy on the school website for details on how we identify special educational needs.</li> <li>• We adopt a graduated approach to provision for SEN children as outlined above.</li> </ul>
<p><b>How will my child be included in activities outside the classroom?</b></p>	<ul style="list-style-type: none"> <li>• All children in the school have the opportunity to apply for before/after school clubs or activities. The club leaders would look at any adaptation that may be needed and discuss it with the class teacher/ SENCO / Head teacher.</li> <li>• School trips are carefully planned for and the risk assessments ensure that the staff leading trips consider all of the children's needs and abilities. If a child has a one to one Teaching Assistant as part of their regular support in school the child would have this level of support on a school trip. All staff complete pre-visits so that accessibility for all of the children can be planned for.</li> <li>• At playtimes, children who need extra support may have opportunities to attend a playtime or lunchtime club with adult support. We also offer access to the sensory room and shortened or supported breaks, as appropriate.</li> </ul>
<p><b>How does the school promote positive behaviour? What support will there be for my child's social and emotional well being?</b></p>	<p>At Weeton Primary School we celebrate the children's successes and provide them with positive learning experiences. We are committed to developing the whole child and place a child's social and emotional wellbeing at the heart of what we do. Some of the ways we are able to do this include (this list is not exhaustive):</p> <ul style="list-style-type: none"> <li>• Regular circle time</li> <li>• PSHE scheme of work consistently used across school</li> <li>• Collective Assemblies</li> <li>• Anti Bullying Policy</li> <li>• Social Skills groups and social stories</li> <li>• Role modelling</li> <li>• Stickers / Certificates</li> </ul>



	<ul style="list-style-type: none"> <li>• Success sheets/books</li> <li>• Home-school diaries</li> <li>• Capturing positive experiences</li> <li>• Best Efforts assembly each week</li> <li>• Values certificates</li> <li>• High Expectations</li> <li>• Listening Box</li> <li>• In Class reward systems and whole school dojo points system</li> </ul>
<p><b>How does the school manage the administration of medicines and providing personal care?</b></p>	<ul style="list-style-type: none"> <li>• Please complete all of the relevant medical information on the enrolment form so that we can support your child during their time at our school.</li> <li>• Please ensure that you have made the school aware of your child’s medical needs by speaking to the class teacher, office staff or SENCO.</li> <li>• For children with more complex medical needs a meeting will be held to ensure that the school has the most up to date Healthcare Plan and appropriate provision will then be put in place. Please also let school know if your child develops medical needs during their time in school.</li> <li>• The school’s medical needs policy can be found on the school website.</li> <li>• First Aid training and specific medical training for supporting children with medical needs is co-ordinated by the Headteacher and reviewed regularly.</li> </ul>
<p><b>How will my child’s views be consulted?</b></p>	<ul style="list-style-type: none"> <li>• Children review their learning each lesson through a wide range of techniques including self-assessment and peer assessment.</li> <li>• Children are involved in daily reflection sessions to gain a whole picture of the child.</li> <li>• For children with an SEN support plan or an EHCP, we always share their views within the Annual Review process. These views may be discussed with them before the meeting or if appropriate, children are invited into the meetings to share their views.</li> <li>• We also access support from the Children’s champion team who work within the local authority.</li> </ul>
<p><b>What training have the staff supporting SEND had or</b></p>	<p>Training needs are audited and reviewed by the SENCO and the Headteacher. SEND training is available for staff throughout the year. The SENCO will identify areas for development according</p>

<p><b>what training are they having?</b></p>	<p>to the needs to staff and pupils. Support staff and teachers are able to access support and advice from the SEND team regularly and the SENCO has achieved the NASENCO award.</p> <p>The school also receives training, advice and support from specialist services such as:</p> <ul style="list-style-type: none"> <li>• Specialist support teacher (Lyndon Day Educational Consultancy)</li> <li>• Speech and Language Therapists (SALT)</li> <li>• Occupational Therapists (OT)</li> <li>• Educational Psychologists</li> <li>• Health Visitors</li> <li>• School Nurse</li> <li>• Child and Adult Mental Health Service (CAHMS)</li> <li>• Social Workers</li> <li>• Health and wellbeing practitioner (Child Action North West)</li> <li>• Lancashire SENDIAS</li> <li>• Children and family wellbeing service</li> </ul> <p>The school currently buys in regular support from a SEND specialist teacher to provide support and advice to the SEND team and for SEND children as appropriate. The teacher is able to carry out specialist assessments of children's needs, can provide training for staff and is also available to attend review meetings and work with parents alongside school.</p>
<p><b>How does the school work with specialist services to support my child?</b></p>	<p>The SEND team makes referrals to specialist services and parents are a part of this process. If a referral is accepted there would be an assessment of needs and desired outcomes of the support agreed.</p> <p>The school can lead on Early Help Assessments (EHA) and Team Around the Family (TAF) Meetings. This is a meeting where parents and all of the professionals working with the child and/or the family meet and collaborate together. Desired outcomes are agreed and the support needed to meet the next set of outcomes is outlined. The outcomes are reviewed at the next TAF meeting and next steps planned for.</p>

<p><b>How accessible is the school both indoors and outdoors?</b></p>	<ul style="list-style-type: none"> <li>• The school is situated on one level. There are two disabled toilets available, one which is a larger changing room and provides shower facilities.</li> <li>• Information about the school, including the prospectus and policies are available in paper or electronic format.</li> <li>• Families are encouraged to arrange a time to come into school to discuss any additional needs with staff.</li> <li>• School has a separate building for breakfast and after school club.</li> </ul>
<p><b>How are parents involved in the school?</b></p>	<ul style="list-style-type: none"> <li>• Families are welcome to contact staff to arrange a suitable time to discuss their child's needs.</li> <li>• There are also other opportunities to have contact with staff at other times of year and communication with parents takes place in a variety of ways as appropriate, through meetings, telephone conversations and home-school diaries.</li> <li>• Children receive one school report each year in July. However, if your child leaves the school at another time of year their teacher will write a transfer report and their records will be sent to their new school.</li> <li>• Parents are given the opportunity to complete parent questionnaires to provide school with feedback on their child's education. School also direct parents to the parent view system available online on the Ofsted website.</li> <li>• There are a wide range of opportunities for parents to be involved in school life including class assemblies each term, Christmas fairs, celebration days and annual celebration assemblies.</li> <li>• If you would like more information about getting involved in school life please contact your child's class teacher.</li> </ul>
<p><b>What should I do if I am concerned about my child's progress or special educational needs?</b></p>	<ol style="list-style-type: none"> <li>1. Make an appointment with your child's class teacher at the earliest opportunity. The class teacher will discuss your concerns, act on them and then feedback to you.</li> <li>2. The class teacher may decide that it is necessary to refer your concerns to the SENCO who would contact you to arrange a further meeting.</li> </ol>

	<p>3. If your child is transferring to Weeton Primary please give as much detail on the enrolment forms as possible. If your child has previously identified SEND you may wish to ask for a meeting with the SENCO to discuss how your child can be supported in school.</p>
<p><b>How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?</b></p>	<p>Induction process for our Reception children starts in the summer term. Class teachers visit all feeder nurseries to meet the children and talk to nursery staff about the children. Parents also have a transition meeting with the Senco, nursery and class teacher. The children will also have visits to school in the summer term.</p> <p>If your child is joining Weeton Primary School part way through their school career, we will arrange for you to meet with the SENCO and the Headteacher (as necessary) to discuss your child's needs. We also liaise with your child's previous school to discuss strategies and support that has been effective in the past. Records will be read carefully to ensure that staff are well prepared.</p> <p>We have links with the secondary schools in the area. Transition programmes are put in place by the class teacher and the SENCO. These may include additional visits to a new school and meetings are held with parents and children to discuss any concerns prior to a transition.</p> <p>To support transition to new classes each year, children are supported to make transition books which include pictures of new staff members, classroom, cloakroom, toilets and other relevant information. Children take these home over the summer holidays to support their return to school in September.</p> <p>For children with EHCPs, the SENCO from the receiving secondary school will be invited to a transition review. Where necessary, additional support arrangements such as extra visits are offered to ensure a successful transition to secondary school.</p>
<p><b>Where can I go for further advice and support?</b></p>	<p>For our local offer visit our school website: <a href="http://www.weeton.lancs.sch.uk">www.weeton.lancs.sch.uk</a></p>

<b>Complaints procedure</b>	<p>For Lancashire's local offer visit: <a href="http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx">http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx</a></p> <p>Lancashire SEND Information, Advice and Support Service is a statutory service which is run at 'arm's length' from the Local Authority and provides free, confidential, impartial advice, guidance and support to parents of children with special educational needs and children and young people with SEND</p> <p><a href="https://lancssendias.org.uk/">https://lancssendias.org.uk/</a></p> <p>The special educational needs and disability (SEND) newsletter for Lancashire families: <a href="https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/send-newsletter/">https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/send-newsletter/</a></p> <p>For more information on the Children and Family wellbeing service please visit: <a href="https://www.lancashire.gov.uk/children-education-families/childcare-and-family-support/children-and-family-wellbeing-service/">https://www.lancashire.gov.uk/children-education-families/childcare-and-family-support/children-and-family-wellbeing-service/</a></p> <p>We follow Lancashire's complaints policy or alternatively they can be dealt with in school.</p>
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