

Watling Street Primary School

Pupils with Special Educational Needs and Disability



Learning Knows No Bounds

Watling Street Aims:

At Watling Street Primary School we believe that all children should have their needs met and all pupils should be given equal access to the curriculum. Our aim is to provide excellent provision for those children with SEN and/or disabilities whatever those needs may be, so that they can progress and reach their full potential.

At Watling Street we offer you:

- A friendly and experienced staff who will always listen to your concerns. You can speak personally to your child's class teacher or the SENCo (Mrs Pilgrim) about your child.
- A caring environment - We believe that academic and social and emotional aspects of learning go hand in hand.
- A staff who believe in providing the pupils with a high quality education tailored to meet the needs of all children.
- A teaching staff and teaching assistants trained to meet the needs of the pupils.
- Access to other specialist services e.g.
 - Speech and Language
 - Health and Family Support
 - Occupational Therapy
 - Educational Psychology
 - Rushall Inclusion Services
 - Specialist community public health practitioner
 - Hearing and vision impaired service
 - Integrate Behaviour Support Services
 - CAMHS
- A family support advisor who works alongside parents and families in order to ensure that we are meeting your needs and concerns.
- The ability to cater for a wide range of special education needs and disabilities e.g. autism, dyslexia, speech and language, physical disabilities, visual and hearing impairments, behavioural difficulties and social and emotional difficulties.

How we identify and assess special needs.

We know that some children will have an identified special need or disability before they join our school, others will be identified as having a SEN by their class teacher. We work closely with other professionals and families so that we are fully informed of the needs of the pupils. This enables us to do the best we can for every child, and break down barriers to learning.

In the classroom we cater for all children using a variety of teaching and learning styles to enable us to meet their needs.

How do we identify children with Special Educational Needs?

As a parent you may have concerns about your child's progress, or the school staff may have concerns about targets not being achieved, and a lack of progress being made. In this case we will:

- Discuss with you your child's needs – this is an information-sharing process.
- Analyse the progress your child has made.
- Observe your child's learning characteristics and identify barriers to learning.
- Modify our provision to address the specific needs of your child.
- Use assessments to enable us to pinpoint any specific difficulties—this monitoring and evaluation is broken down into small pieces to ensure that your child is happy with the process. Tests include – Salford reading test, RWI phonics check, common exception word and high frequency words check list and basic maths skills.
- Implement a range of personalised teaching and learning interventions. Provide personalised interventions, a differentiated curriculum and access to specialised one to one teaching with a dedicated member of staff. The length of time an intervention lasts varies according to need.
- Inform you of the next steps we need to take and ensure that both you and your child are fully informed and involved at each stage of the process. The views of the pupils are of the utmost importance, and we believe in 'no decision about you, without you'. Pupil discussions will take place with the class teacher, SEN TA and SENCo and will always be recorded.

The impact of SEND teaching within school is evaluated, (through progress tracking and a record of specific targets for your child being met), by the class teacher, support staff and the SENCo. If the intervention has worked - wonderful! If not,

we will discuss what else can be done and put into place a new plan of action.

If early intervention has had little or no impact then it may be necessary to place your child on the school's special needs register. This will involve further in school support and specific programmes of work. This also enables us to call on other agencies to support the work we do with your child.

These agencies can offer help, advice and assessments to make learning targets even more specific to your child's needs.

If after a period of time we feel that your child is not making as much progress as we would have liked, we may, in collaboration with the educational psychologist, apply for additional support in school. We will always work with parents throughout the whole of this process and Walsall parent Partnership will be able to offer impartial advice and support.

(01922 650330 – parentpartnership@walsall.gov.uk)

We use a variety of teaching and learning interventions to provide additional support for the SEN pupils in our school – a few examples are:

- ✓ One to one teaching
- ✓ Small group work
- ✓ Differentiated planning and modified curriculum
- ✓ Withdrawal groups
- ✓ Visual timetables
- ✓ Booster lessons
- ✓ Action plans
- ✓ RWI (RML) phonics
- ✓ Toe by toe
- ✓ Precision teaching
- ✓ In class support
- ✓ Anger management
- ✓ Wishes and feelings
- ✓ Emotional support and mentoring
- ✓ A dedicated SEN teaching room
- ✓ Specialist resources to support the learning of the pupils e.g. word games, writing slopes, toe by toe, iPads, reading schemes, phonics schemes, a wide variety of maths resources.

School Resources

The school SEN budget is allocated each financial year. The money is used to provide additional support and resources dependent upon individual needs. Additional funding can also be applied for, where a child has a higher need of support.

How you can help your child at home

The class teacher/SENCo may suggest ways in which you can support your child at home. Where appropriate; books, activities and games can be sent home. Supporting your child's learning at home will have a positive impact upon their progress. The pupils can also access differentiated activities on the I Am learning site.

The school hosts information evenings for parents explaining how we teach aspects of the curriculum e.g. RWI, Maths. If you have any questions about how we teach any aspect of the school curriculum, please do not hesitate to ask.

Equality of Opportunity

In addition to these approaches and resources, adaptations are made to the curriculum to ensure that, SEND pupils have equal opportunity and access to all areas of school life – including physical activities and extra-curricular clubs (1-1 support for these clubs is available if appropriate). Risk assessments will be carried out and reasonable adjustments made where necessary. We are an inclusive school and encourage the teaching of SEND pupils as far as possible alongside their peers in differentiated and supported groups, and, we also recognise the need for 1-1 and small group withdrawal.

Governors

The Governing Body ensures that the school complies with its statutory responsibilities. There is a named SEN Governor. Any safeguarding and child protection issues are dealt with by the designated teacher Mrs. L. Powell, and regular reports to governors are made.



Training

At Watling Street, we keep up to date with new training to enable us to offer help and support of the highest standard to our pupils. All of our staff are trained in a variety of approaches that enable us to adapt to a range of special educational needs. Some examples of training provided for staff and support staff are:

- ✓ Autism awareness
- ✓ Team teach
- ✓ Dyslexia awareness
- ✓ Teaching pupils with behavioural and emotional problems
- ✓ Behaviour management
- ✓ Diabetes training
- ✓ Childhood cancer
- ✓ Childhood bereavement
- ✓ Makaton
- ✓ Epi pen training
- ✓ Training in the use of the SEND Code of Practice: 0 – 25 years
- ✓ Emotion coaching
- ✓ Quality First teaching for pupils with SEND
- ✓ Colourful semantics
- ✓ Mindfulness

Children with specific medical needs have an Individual Health plan that is devised between specialists, the parents and the school. It highlights what the child's individual needs are and what actions and training the school needs to put in place to ensure that these are met.

Complaints

Any complaints relating to SEN should be made to the Head Teacher. Often issues can be effectively and quickly dealt with by the class teacher and, or SEN CO. If you are still unhappy that your concern has not been dealt with then a complaint should be made to the Chair of the Governing Body. You can also make a complaint to the local authority.

We will always do our very best to ensure that we deal with any issues to your satisfaction and offer you as much support as we can.

Transition

Transition to a new school setting is difficult for all children but can be especially problematic for children with Special Educational Needs and Disabilities, as can the

move from year to year. We are very aware of this at Watling Street and work hard to ensure that the pupils feel safe and secure.

Nursery – In Nursery children due to start are invited into the school, in the Summer term to stay and play, to get to know the staff, the children and the school. This is an opportunity for you to meet the teacher and discuss any concerns that you may have.

Nursery children work and play closely with the children in Reception during free flow and break times, this helps us to ensure that Nursery children develop a relationship with all EYFS staff. Transition afternoons enable the pupils to work and play in their new classroom with their new teacher and support staff. Nursery staff will also make a home visit.

Reception – Children moving from reception into Year 1 spend time in their new classrooms with their new teacher on transition afternoons. There is also a transition afternoon for the parents to come in to school and meet the teachers. This is an opportunity for parents to discuss any concerns they may have with the class teacher, prior to them starting the new school year.

Year 2-Year 6 – Pupils have transition afternoons where they work in their new classrooms. Pupils in school know all the school staff, they are already confident interacting with them.

New staff make themselves known to pupils through assembly time, breaks, visiting classes and working alongside pupils.

Secondary Transfer – For secondary transfers, the children visit their new schools. Children with SEN have the opportunity to visit the schools for extra days. These days are specifically designed to meet their needs and give the pupils the opportunity to meet the support staff and get to know the school. The class teacher and the SENCo will meet with the secondary school staff to discuss the transition of the pupils.

All SEND paper work is forwarded to the pupils' secondary school ensuring continuity.

The School Building

Reasonable adjustments have been made to the school building to ensure that the majority of areas on the site are accessible to all. Measures to date include, a toilet for the disabled, stair lift and modification to the main entrance and to the hall entrance to accommodate visitors with ambulatory needs.

The Special Educational Needs Co-ordinator.

The SENCo is responsible for the day to day operation of the Special Educational

Needs policy and the co-ordination of specific provision made to support individual children with Special Educational Needs. The SENCo liaises with staff to set appropriate targets, monitors the pupil progress and plans further interventions where necessary.

At Watling Street the SENCo is Mrs J. Pilgrim.

Telephone - 01543 452320

Email – postbox@watling-st.walsall.sch.uk

**The Walsall Council Local Offer can be found online at -
cms.walsall.gov.uk/index/sen_and_disabilities.**



Learning Together