

Worlingham CEVC Primary School SEND Information Report

How does the school know if my child needs extra help?

We use a range of information to help us identify if a child needs extra help including:

- Transition information from your child's pre-school/previous school.
- Teacher visit to feeder pre-school to observe your child & speak to their Key Worker.
- On-going curriculum assessments
- Standardised assessments.
- Early Years Foundation Stage profiling & progress against pre-key stage descriptors.
- Observations.
- Information from other services who have worked with your child.
- Information from parent's
- Education Health Care Plans

Who can I contact?

- Headteacher – Mr Seaman
- SENDCo – Mrs Jennings
- Teachers
- Governor for SEN

Our School Offer



How will my child be supported?

- High quality teaching including differentiated learning tasks and activities.
- Small group work and 1:1 support as required.
- Reviewing the progress of your child on a regular basis.
- A provision map or Support Plan written following the 'Assess, Plan, Do, Review' Cycle detailing your child's strengths, barriers to learning, short term targets and how these will be achieved. These are written collaboratively by your child's class teacher and the SENDCO.
- Your child may have an individual programme of support which is regularly monitored if necessary.
- Support from outside agencies.
- Monitoring by the SEND Governor and Governing Body.
- Collaborative working between School and Parents.
- The school SENDCO oversees all intervention programmes and the provision for children with SEND, regularly monitoring progress and reviewing the schools provision map termly.

What support is there for my child's wellbeing?

- A positive school ethos.
- Social skills and friendship groups.
- Pupil Voice
- Positive Behaviour Policy
- Behaviour programmes - rewards and sanctions. Individual Behaviour Plans (IBPs) or Report Cards used when necessary to promote positive behaviour.
- Thrive – Social and Emotional development
- Celebration assemblies held each Friday to celebrate children's achievements both inside and outside of school.
- Attendance rewards given termly to increase attendance.
- Trained first aiders including staff with the paediatric first aid qualification.
- Support from SENDCo

How is the decision made about what type and how much support my child will receive?

- Each child is assessed individually according to the SEN Code of Practice
- Regularly reviewed assessments & suitable provision put in place.
- Personalised or group learning support programme(s) will be developed dependent on need.
- Any support/provision provided is reviewed & the impact measured.
- Additional assessments from outside services, such as educational psychologists, speech and language will inform the types of support and/or resources needed.
- Regular review meetings are carried out to discuss your child's progress and any additional needs that require support.
- Termly Pupil Progress meetings are held with the Headteacher and class teacher to track progress and decide upon further support.
- Termly SENDCO and Teacher meetings.
- Reviewing Provision Maps and Support Plans
- Annual reviews of EHCPs
- Support children receive can be adapted to meet learning needs and progress.

How do we communicate with parents?

- Parents are encouraged to work collaboratively with the school.
- Parents Evenings
- Review meetings class teachers and/or SENDCo
- Acorn Newsletter
- Website
- Parent Mail (email & text)
- Annual Reviews

What expertise is there in the school?

- The SENDCO has completed the National Award for Special Educational Needs Co-ordination, training on intervention programmes, pastoral and Mental Health Foundation Training. The SENDCO can also use a range of assessments to identify barriers to learning.

We have staff trained in the following areas:

- Speech and Language, Talking partners, Socially Speaking
- Fisher Family Trust Wave 3 Literacy programme
- Dyscalculia
- Dyslexia and Spelling made easy
- Sensory Circuits
- Thrive

What agencies can support my child?

- Speech and Language
- Educational Psychologist
- School Nurse
- Educational Welfare Officer
- CAMHS, Point 1, Link Team
- Counselling Service
- English as an Additional Language
- Family Support Practitioners / Social Care

How will my child be included in School life?

- Welcome meeting
- Tour of the school
- Transition days
- School Passports
- Good transfer of SEND information
- Squirrels Breakfast and After Schools clubs
- Participation in wider school activities e.g. sporting or music events.

How will the curriculum meet my child's needs?

- Lessons are pitched appropriately with clear differentiation so that all children can learn and progress.
- Regular tracking and assessment.
- Pupil Progress Meetings ensure children are making progress and discuss suitable teaching methods and programmes that can enable children to continue to make progress.
- Termly SENDCO and teacher meetings to review Provision Maps and Support Plans
- Opportunities for children to work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.
- Visual Timetable
- Individual task planners, First and Next Boards