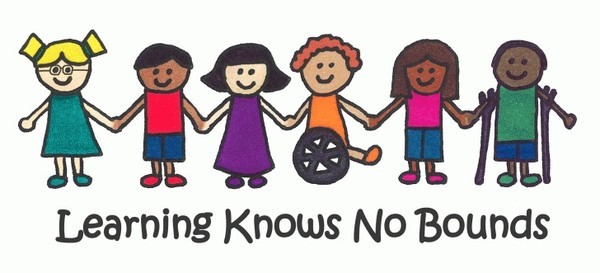


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Wrekin View Primary School

SEND Information Report



July 2023

What kinds of special educational needs and disabilities (SEND) are provided for at Wrekin View?

Wrekin View is proud to be able to provide an inclusive education for children who may have needs relating to one or more of the following:

* Cognition and learning
* Communication and interaction
* Physical and Sensory
* Social emotional and Mental Health

Wrekin View is also one of only 2 schools in Telford and Wrekin with a specialist resource unit for Communication and Interaction needs. This is called the Language Class. There is a maximum of 8 pupils from schools around Telford and ***all*** referrals for a place in this unit come via speech therapists. Wrekin View ***does not*** admit pupils to this specialist provision from within its own school population. The school and speech therapists work closely together each day to support the pupils on role in the Language Class and the provision is reviewed termly with a SEND education officer from Telford and Wrekin council.

How are pupils identified as having SEND at Wrekin View?

At Wrekin View we are committed to the early identification and intervention of pupils who may have SEND. Preparation for those pupils who experience difficulty in their basic skills is a normal part of all lesson planning and class teachers will meet the needs of these pupils through Quality First Teaching (QFT). Work may be adapted or scaffolded to support pupils who may need to revisit or consolidate earlier concepts or where writing difficulties impact upon other areas of the curriculum.

Where assessments show a pupil is not working at age related expectations, or they are making less than expected progress, or if they are finding it difficult to make friends, behave appropriately, or are showing some other social and/or emotional difficulties we will use our professional judgement to ascertain if the child may have a special educational need. All teachers have a copy of the school handbook for SEND which directs teachers as to what to try first, look for and how to refer a concern to the SENDCo. Termly meetings with teachers may identify that a plan of action is required. Teachers will discuss this with parents too.

Sometimes parents raise their own concerns and all concerns are taken seriously and fully investigated to unpick the root of the concern before deciding upon a course of action.

In line with the Code of Practice (2015), Wrekin View considers pupils to have SEND when they

* have a significantly greater difficulty in learning than the majority of others of the same age, or
* have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

How are pupils with SEND supported at Wrekin View?

At Wrekin View we support a wide and varied spectrum of need.

Pupils with the highest level of need are supported by an Education, Health Care Plan (EHCP) or have additional funding from the Inclusive Schools Forum (ISF). A few children in the Early Years are supported with some additional funding from the Early Years Inclusion Funding panel. The additional funding allows for extra targeted support to access the curriculum at an appropriate level, support with physical needs and, or emotional well-being. We expect all pupils at this level to be fully included in every aspect of school life and staff ensure that the specific needs of the pupils are met. In the academic year 2022 – 20223, 17 pupils (3.5% of the school population) have benefitted from this high needs funding.

The majority of pupils with SEND are identified as needing school support. This means that their needs can reasonably be met in school in one or more ways, including:

* Work adapted to their needs
* Adapted resources eg. size of print, colour of paper
* Visual timetables
* Small group support from the class teacher or Learning Support Practitioner (LSP)
* Additional intervention, either individual or as a small group, from an LSP.
* The use of a piece of equipment to aid learning.
* ELSA Support or sessions with a school counsellor for emotional well-being.
* 1:1 or small group sessions with the Learning Mentor.
* Sports coach intervention for social skills.

In July 2022 this was 79 pupils (16.5% of the school population).

All pupils have equal access to the curriculum, after school activities and off-site visits, regardless of additional need. All pupils with SEND are automatically entitled to a term of free after school clubs.

How are young people and their families involved in the SEND process?

Class teachers are the daily point of contact for all families and quickly build relationships with them. Parents and class teachers share information in person, via the school DOJO APP or via a telephone conversation. This can often be the starting point for conversations on both sides. In the last year parents’ have been able to have daily interaction with class teachers at the beginning and / or end of the day and parent consultations each term. At the open evening in the summer term parents, were encouraged to visit the current classroom to look at their child’s work but were also encouraged to visit the teacher for September 2024 to begin to build links for the upcoming year. This allayed concerns some parents had in leaving well-established relationships with current teachers.

For all pupils, identified as having SEND, termly provision maps are written by class teachers, including pupil views where possible. These are shared with parents who then have the opportunity to discuss them further with the class teacher.

For pupils who are supported by an EHCP or via ISF, these are reviewed annually with both parents and pupil views being collated. In addition, parents and the SENDCo worked together to update the EHCP and make edits as required. This ensured all EHCPs were a true reflection of the child.

Many families have been supported by school to access external professionals for support and / or assessment purposes. This includes the school nurse, BEEU, occupational therapy and speech therapy.

How are pupils supported with transition?

Transition can occur at many points within a pupil’s school life. These include:

* Starting at Wrekin View.

The majority of our pupils start school either in Nursery or in Reception. Where possible staff conduct either a pre-school visit, home visit or initial school visit to meet the family and the child and begin to understand what interests the child. At this point staff identify any known needs that may require adaptations to be put in place for the child to access school successfully. External professionals working with the family may also be identified to ensure that the child is well-supported at this important time. Staff will also share information and expectations of school. This year parents of the new reception children were invited into school for an information meeting, 4 transition visits for pupils were arranged with these being a mixture of ‘stay and play’, short transition sessions and a ‘parents and child’ lunch experience.

Where pupils transition into Wrekin View from another setting, the SENDCo or team member will usually contact the previous setting to collate information, plans for provision etc. A visit to the school to meet the SENDCo is encouraged ahead of starting school, where this is possible.

* Moving between year groups

This can be a very anxious time for pupils. We are keen to prepare pupils for this transition as much as possible with a transition morning and transition passport for all pupils, regardless of need. A transition morning is always planned towards the end of the school year to allow all pupils to meet their new teacher for the next academic year. This is usually a morning session where pupils and staff work together, complete a transition booklet to take home and initial concerns and queries are resolved. In addition, for a small number of pupils, teachers will plan opportunities to visit or chat to the most vulnerable pupils. All parents of pupils with SEND have had the opportunity to meet new teachers too.

* Leaving Wrekin View

The majority of pupils leave Wrekin View at the end of Year 6, moving to schools within the Learning Community Trust. All Year 6 pupils are normally offered transition days at their new school and this year the dates were July 3rd and 4th. Teachers from most secondary schools came to visit our pupils and some pupils with SEND had specially arranged visits to their secondary schools both with family and as a cohort.

Local secondary schools within the Learning Community Trust often hold events for primary pupils to visit them and this year pupils have been to Charlton to watch a play and be part of some sporting events. This allows many pupils to become familiar with a secondary school environment.

Some pupils do move away from Wrekin View before the end of Year 6 and when this happens, we aim to communicate before, or shortly after moving with the SENCo of the new setting to discuss any needs relating to SEND. All documentation is shared with the new setting to enable the transition to be as smooth as possible.

What facilities and training do staff have in relation to the needs of pupils at Wrekin View?

All staff have clear job descriptions which detail the required qualifications for each post in school. All teachers are teachers of SEND and are equipped with the skills to support children with a range of needs within the class.

The SENDCo is Mrs Joanne Preston and she holds a Postgraduate Certificate in ‘Vulnerable Learners and Inclusion’ as well as the National Qualification for Special Educational Needs Co-ordinators.

In the school year to July 2023, teachers completed training and refresher courses on many areas of SEND including speech and language needs, Talk Boost, Braille, how to use questioning and scaffolding to support every learner and adapted teaching styles. In addition, Mrs Harrison completed the National Qualification for Special Educational Needs Co-ordinators. She is also the identified teacher for supporting teachers of pupils with Autism. Weekly training sessions for LSPs were held to develop their own understanding of SEND, how to effectively support a range of needs and how to lead and manage targeted intervention.

Training specific to individual pupils was delivered to relevant staff, relating to medical needs as well as the school having significant input from the VI Team and Guide Dogs. In addition, the school worked with a wide range of professionals including the school counsellor, Speech therapists, Educational Psychology, Learning Support teachers, Sensory Inclusion Services and Behaviour Support.

The school environment has been significantly improved over the last year to accommodate pupils with a visual impairment, both inside and out. In addition, the school has sloped access to all areas of the school, 2 disabled toilet areas and is fully accessible to all pupils, parents and staff, regardless of need.

How is the effectiveness of the SEND provision evaluated?

This is done in a number of ways:

* Monitoring of pupil’s progress term on term.
* Teachers, parents and SENDCo meetings to discuss progress of pupils.
* Reviewed and new provision maps showing that pupils are meeting targets.
* A management structure that supports a constant review of policy and practice and holds the SENDCo to account.
* All pupils have equal access to all activities within and beyond the school day.
* Pupils close the gaps in learning and move off the SEND register.
* Peer evaluation and support from other SENDCos from within the Learning Community Trust.

Following on from the SEND review, conducted by the Local Authority, in January 2022, interventions have been a major focus this year. In addition to specific interventions set up across school by the SENDCo, teachers also set up interventions specific to the needs of their own pupils.

Key interventions this year include:

* TalkBoost (Early Years, Key Stage 1 & 2)
* Cool Kids
* Bikeability (Year 1 only)
* Precision teaching
* Pre-teaching of vocabulary
* Plus 1 /Power of 2 (basic maths skills)
* ELSA
* 1:1 Read, Write Inc
* Bedrock (Year 5 & 6)

At the end of Year 6 the attainment of pupils with SEND exceeded national expectations in all areas with the 1 pupil with an EHCP achieving the expected level in one area and exceeding expectations in all other areas. For 13 pupils with SEND, at school support level, 31% achieved the expected levels in all areas, with others achieving the expected levels in one or more areas. This is a significant improvement on previous years, demonstrating that we have high expectations for all pupils with SEND.

What can you do if you wish to make a complaint about the SEND provision?

Most issues can be resolved by speaking to class teachers or the SENDCo, Mrs Joanne Preston. If, however, the matter is not resolved, then the school complaints procedure can be found on the school website.

Useful contacts include:

Mrs Joanne Preston, SENDCo, 01952 388088

Mrs Elizabeth Harrison, shadow SENCo, 01952 388088

Mrs Jane Siddons, SEND Governor, 01952 388088

Telford and Wrekin’s Local Offer

You can find more about the local offer for SEND at Telford and Wrekin by following:

<https://www.telfordsend.org.uk/>