



Wavell Community Primary School

SEND Information Report

Date: October 2024

Review: October 2026

Reviewed by: L Vinsen

Special Educational Needs Code of Practice (6.79) states:

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for children with SEND. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEND policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for children with SEND.

The North Yorkshire local offer can be found at:

<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

"What do I do? My child has Additional Educational Needs."

At Wavell Community Primary School, we embrace the fact that **every child is different** and, therefore, **the educational needs of every child are different**.

All children in our school have access to universal provision within their classroom, which is personalised and targeted support through quality first teaching.

At the heart of our school is a continuous cycle of planning, teaching and assessment, which takes account of the wide range of abilities of all children. In order to help children who have special educational needs and disabilities, the school will adopt a graduated response cycle that recognises a continuum of need in accordance with the DfES Code of Practice 2015.

We are a hardworking team of staff and pride ourselves on building positive relationships with parents and families. By **working together**, we know that we can provide a nurturing, positive, exciting environment for your child to thrive and learn to their full potential.

The school offers many different forms of **additional provision**. This can include: additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; and access to a wide range of outside agencies. Additional provision is overseen by the SENDCos and implemented by an excellent team of adults within school. Like with individual targets, **additional provision depends on the needs of the child**.

All children benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise

strengths and achievements; access to ICT; range of extra-curricular activities.

What we offer children with Special Educational Needs and/or Disabilities is different for every child. This provision is designed by the experienced **staff members** working alongside the **child**, the child's **family** and, where necessary, **outside agencies** (e.g. a Speech and Language Therapist or an Educational Psychologist).

Typically, a child with Special Educational Needs and/or Disabilities will have an **IEP (Individual Education Plan)** which sets out **targets** to be worked on and details **additional provision and/or support** that is put in place for that child. This is why communicating regularly is vitally important. These **targets** will depend on the **needs** of the child and will therefore vary from individual to individual.

Wavell Community Primary School provides:

North Yorkshire Local Authority expectations:

1 What kinds of Special Educational Needs and Disabilities are provided for in your school?

All children are welcomed to Wavell Community Primary School, regardless of need. The four broad areas of inclusion are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Medical (including Vision and Hearing)

Children and young people (CYP) with a wide range of SEND are welcomed into the school.

If a parent of a child with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.

2 What policy do you have for identifying children with SEND? How do you assess their needs? How do I contact the SENDCo?

The school has a SEND Policy, outlining the procedures for identification, assessment and provision of children with potential SEND.

For children who we are monitoring and exploring any additional needs we have concerns about, this will be discussed with families and adults within school. A cycle of Assess, Plan, Do and Review will be put in place and we will place them on our Monitoring Register and write an At A Glance (AAG), highlighting the concern and actions we are taking to monitor this.

For children who require additional support and need to be on our SEND Register, an Individual Education Plan (IEP) will be written, outlining targets to be implemented. This will be reviewed as needed with the Class Teacher and SENDCos.

For any child who requires higher levels of support, a referral may be made to outside agencies and/or referral for an Educational Health and Care Plan.

The SENDCo for Key Stage 2 (Years 3 to 6) is Miss L Vinsen. The SENDCo for EYFS & KS1 (Nursery to Year 2) is Mrs G Crouch. They can be contacted through school by telephoning the school on [01748 832298](tel:01748832298) or e-mailing admin@wavellschools.co.uk

The name and contact number of the SENDCos should be readily available for parents.

Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you.

This information may well be recorded in a document for you and your child, known as an individual education plan. This should include:-

- Details of any strategies being used to support your child in class;
- Details of any extra support or interventions for your child
- Your child's learning targets and their long term desired outcomes
- The next date when your child's progress will be reviewed.

Most children will benefit from SEND support, but some children who need high levels of support, or who have complex needs will need to be referred for an Education, Health and Care Plan.

3 What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?

At Wavell Community Primary School, we operate an open door policy and parents are always welcome arrange a meeting to speak to the class teacher, SENDCo. or Executive Headteacher about their child. A meeting will be scheduled to happen as early

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing.

They listen to what parents have to say and

<p>as possible.</p> <p>Class teachers meet and speak to parents with children with SEND regularly to discuss their child's progress towards their targets.</p> <p>Some children have more bespoke arrangements for consulting with parents. For example, a home-school book, regular emails etc. (depending on need).</p> <p>New targets can be set termly in line with the recommended cycle of Assess, Plan, Do, Review.</p> <p>The way school communicates with parents includes:</p> <ul style="list-style-type: none"> • Daily communication at the beginning or end of the day • IEPs • Individual meetings with class teacher and/or SENDCo. • Discussions during Parents' Evenings – where the child's progress and targets are shared • Annual reports and transfer reports • Tapestry (EYFS only) • School arranged review meetings • Parent requested review meetings 	<p>respond to it.</p> <p>For children with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely.</p> <p>Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.</p> <p>This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> • Regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • More regular meetings to update you on your child's progress and whether the support is working • Clear information about the impact of any interventions • Guidance for you to support your child's learning at home.
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4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?

<p>Any child who has an IEP discusses their targets with their class teacher. During this time, their views are discussed and noted down.</p> <p>IEPs include a range of provision and strategies to support the child in class, during interventions and sometimes at home. Steps to succeed are identified so that the child, teachers, support staff and parents are all clear about the desired outcomes.</p> <p>Before any referral to external agencies, the child's views and aspirations are sought and relayed.</p>	<p>It is vital that the views and aspirations of children and young people with SEND are listened to and they are supported to achieve their aspirations as far as possible.</p> <p>Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
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5. What arrangements are in place for assessing and reviewing children's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review.

<p>At Wavell Community Primary School, we have high aspirations for all children including those with SEND. We monitor all children half-termly to ensure they are making good progress both against the National Curriculum requirements and with their personal targets.</p> <p>All class teachers meet with the Senior Leadership Team (SLT) for</p>	<p>All children with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the</p>
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<p>a 'monitoring meeting' following assessment windows.</p> <p>During these meetings, progress of children is scrutinised and any child who is not making progress in line with what is expected is picked up and support put in place where necessary.</p> <p>Children with SEND may have an IEP, an 'At A Glance' or an EHCP document, which outlines their progress and the support being provided.</p> <p>Progress is discussed with all parents during Parent Meetings, and more regularly if required.</p> <p>If a parent ever has a concern about how their child is progressing, all class teachers welcome them to come into school to discuss their concerns and any actions that need to be taken.</p> <p>Children with an EHCP will have an annual review meeting to formally discuss and share progress towards long and short term targets and outcomes.</p> <p>The SENDCo may also use diagnostic screening tools, eg. For Dyslexia, Dyscalculia and other tests with some children.</p>	<p>National Curriculum.</p> <p>Many schools use IEPs and other written forms to track and record your child's needs. These documents are used to summarise the support that has been given to a child over a period of time, and the difference that this support has made.</p> <p>You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>
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6. What are the arrangements for supporting children in moving between phases of education and in preparing for adulthood?

<p>At Wavell, children move regularly due to its military nature.</p> <p>When a child with SEND moves in from or goes to another school, staff involved with the child liaise closely with the new school and all relevant paper work is shared.</p> <p>The SENDCos and Class Teacher liaise with the child's previous setting as necessary, and a meeting with the family is arranged to ensure all information has been gathered.</p> <p>Transitions are carried out annually within each year group across the schhol to ensure that children are familiar with their new settings and staff that they will be working with. Specific handover meetings are held between Class Teachers to ensure that SEND information is clear.</p> <p>For a child with SEND moving to secondary school, an enhanced transition will be set up if deemed necessary.</p>	<p>Your SENDCos should arrange an appropriate transition review in plenty of time before any move.</p> <p>Staff from the receiving school should be invited to attend.</p> <p>Transition meetings and visits should be arranged for the child or student, often accompanied by a well-known member of staff.</p> <p>The child should receive as much transition work as they feel necessary.</p>
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7. What is you School's approach to teaching children and young people with SEND?

<p>At Wavell, we strongly believe that the most effective way to support children is by providing high quality teaching. All children have access to universal provision which is personalised, targeted and supported through quality first teaching.</p> <p>We identify additional needs in the classroom quickly and make adjustments where necessary to meet these needs, ensuring that support is in place to enable progress to be made.</p> <p>Children's IEPs detail which interventions they are taking part in,</p>	<p>High quality support for learning within mainstream lessons is the most important factor in helping children with SEND to make good progress alongside their peers.</p> <p>There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or</p>
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<p>when and how often these happen and who leads them.</p> <p>Interventions are mainly delivered by Teaching Assistants however, some are delivered by Teachers. Every classroom has Teaching Assistant support.</p> <p>We use a wide variety of interventions to support children with their learning and social needs. Most of these interventions are provided in small groups, however some are offered on a 1:1 basis.</p>	<p>one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed.</p> <p>Most importantly, this support should be aiming to make your child more independent in lessons.</p> <p>Schools use a range of evidence based interventions to support children with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> • What interventions your child is receiving and what are the intended learning outcomes; • When during the week any interventions will be delivered and for how many weeks; • Who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom) • How the interventions will relate to and support learning in the classroom; • How they will be monitored closely to make sure they are helping your child to make accelerated progress.
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8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

<p>IEPs and 'At A Glance' documents outline specific adaptations required for individuals as necessary. These outline the adaptations that can be made to the curriculum and learning environment for children with SEND.</p> <p>If a child has an Educational Health and Care Plan (EHCP), this will outline the needs and strategies required to support the child appropriately.</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.</p> <p>Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>
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9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?

The SENDCos attend network meetings and training courses as well as liaising with other SENDCos.

Staff attend relevant training to ensure that they can provide a broad learning experience for children with SEND. This training may be provided off site, within school by outside agencies or provided by the SENDCos.

If any member of staff is working with children or a child with specific needs, additional training will be sought/provided to ensure they can provide the most appropriate support.

If a child has particular needs and the school has exhausted its repertoire, specialist support is sought from relevant professionals or via the North Yorkshire SEN Hub.

All staff should receive regular training to enable them to meet a range of SEND.

Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary.

Schools must make good use of their SEND funding to meet a range of need. However, if a child has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.

10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?

All children with SEND access the curriculum and are assessed accordingly.

Monitoring meetings track the progress of individuals and enable teachers to evaluate the effectiveness of the provision.

IEPs are monitored and evaluated, enabling next steps to be effectively planned.

Children who are participating in any intervention or and receiving additional support will be assessed, indicating the effectiveness of the intervention.

If progress is not being made, or it is deemed to be slow, then the provision may be changed. These additional assessments are noted on child's IEPs and are discussed with parents.

The progress and attainment of all children is carefully monitored and reported to parents.

Your school will be able to explain how they track child progress in their school.

If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc.

During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured.

The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.

Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the SENDCo. or SLT. Your school will be able to describe how this is undertaken.

11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?	
<p>All children are welcomed to take part in extracurricular activities and all clubs provided are very popular.</p> <p>All children take part in school trips and, where required, extra adults attend to make this an enjoyable experience for all.</p>	<p>The schools' policies should all state how all children are actively included in a wide range of curriculum and extra-curricular activities, including school trips.</p> <p>Children with SEND should be equally represented in positions of responsibility e.g. the School Council.</p>
12. How do you support children and young people with SEND to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.	
<p>A wide range of interventions take place that support children's self-esteem and their emotional wellbeing, including Nurture Groups, Little Troopers and Lego Therapy, Time to Talk and Socially Speaking interventions.</p> <p>We practise Emotion Coaching in school, and all staff have been trained to deliver this effectively.</p> <p>We have a clear anti-bullying policy in school and a behaviour policy which runs alongside it. CPOMs is used to record any instances of bullying and it is tackled in a timely manner.</p> <p>We are a restorative school, encouraging children to reflect upon situations and the impact this has on others. Key adults provide additional support to any children who may require it. Class Teachers are kept well informed of any problems.</p> <p>Our provision is regularly reviewed, evaluated and improved.</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>
13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?	
<p>Support from other agencies is able to bring a more specialised perspective to the child's development and well-being and can bring about a positive change for the child.</p> <p>As a school, we work very closely with a variety of outside agencies including Educational Psychologists, Speech and Language Therapists, the Autism Team and the SEND Hub. Due to the high mobility of the children at Wavell, the agencies with whom we work change regularly.</p> <p>Outside agencies only become involved with a child with the consent of the parents.</p>	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions. Other specialists such as speech and language therapists can also support schools in this.</p> <p>If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.</p>

14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.

If you have any complaints, we urge you to talk to the Class Teacher, SENDCos, Headteacher.

If further action is required, the governing body of Wavell Community Primary School can be contacted through either school office.

We have a clear complaints policy in school which can be found on the website.

All complaints are endeavoured to be dealt with quickly so that both parties are satisfied with the outcome.

There must be a designated governor for SEND in the school and complaints about SEND should follow the general complaints procedure.

It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed.

If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.