



WEBHEATH ACADEMY PRIMARY SCHOOL
Special Educational Needs Disability Information Report.
Updated September 2019
Academic Year 2019 - 2020

Head Teacher: Mrs Janine Burton

SENDCO: Mrs Jayne Woodward

Contact: senco@webheath.worcs.sch.uk / office@webheath.worcs.sch.uk / 01527 544820

SEND Governor: Mrs Joanne Archer

Webheath Academy Primary School believes that every child is special and that every child should receive education appropriate to their needs, in order that they should reach their full potential, be happy and feel safe. We provide quality first teaching through a personalised curriculum for all pupils, including those with special educational needs and/or disabilities, in which learning activities match every child's abilities and needs.

The new code of practice defines SEND as:

"A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her."

A child has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her making use of facilities generally available in a mainstream school.

The new SEND code of practice identifies four categories of SEND:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Physical and or sensory

Identification and Assessment of SEN and Disabilities

The list below shows how we at Webheath Academy Primary school identify needs:-

- Information gathering upon joining school in Reception through nursery visits, play sessions and home visits; when a child joins Webheath Academy Primary School at a different point during their education we liaise with previous educational settings to obtain information about their educational needs.
- Day to day observations of children within their learning environment.
- Discussions with parents or staff where concerns are expressed which lead to further investigation.
- Data analysis which shows a widening gap between the child and their peer group.
- National tests used: phonics screening check (Year 1), SATS (Year 2)
- Assessment support may sometimes be obtained from professionals including: Educational Psychologist, Speech and Language therapist, Occupational therapist, Specialist support teachers from learning support, behaviour support or the Autism team.

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Provision for children with SEN & Disabilities

Teaching and learning within school is described as **Wave 1, 2 or 3**.

- **Wave 1** describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.
- **Wave 2** describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.
- **Wave 3** describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

Evaluation and Effectiveness of provision.

At Webheath Academy Primary school, we may use the following to measure the effectiveness of provision:

- Observations of children
- The collation of children's work and the monitoring of progress.
- Whole school data
- The use of a graduated response in which we assess, plan, do and review *In line with the local offer (See later)
- Pupil progress meetings
- Whole school, group and individual provision maps, which in SMART targets and measurable outcomes.
- Assessments and reviews by external agencies
- Pastoral support plans
- Ongoing parent/carer consultations

School's approach to teaching children with SEND

At Webheath Academy Primary School, we teach all children together in their class, with the class teacher differentiating and supporting the child. At times it may be necessary for a child with SEN and/or D to access interventions either as part of a group or 1:1. For a minority of the children there may be a consideration for a delayed transfer into the next academic year in consultation with parents/carers.

Adaptation of the curriculum and learning environment

Class teachers plan lessons according to the specific needs of all children in their class and will ensure that children with SEN and/or D have their needs met. Advice, from outside agencies, may be sought as required and staff work closely with their support and advice.

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Additional Support Currently Provided

At Webheath Academy Primary School we have specialist TAs (SALT, DCD, Maths and Reading/Phonics, Social and Emotional) who use a range of support and intervention programmes with the children:

- Language Link – A speech and language programme which supports the development of receptive language.
- Speech and Language programmes for individual children and small groups.
- Phonics support- using the Rapid phonics programme which is tailored to the child's needs according to the phase they are working at.
- Numeracy support intervention – a tailored intervention to master basic numeracy skills.
- Social and Emotional / Nurture support- providing a nurturing environment to promote social skills and develop positive relationships
- Jimbo Fun- Fun filled Motor skills programme for handwriting. Dyslexia and Dyspraxia friendly. (two separate programmes for reception and KSI+)
- SMART moves – a programme to support physical development and gross motor skills.
- Rapid Reading is the rapid route to success for struggling readers in Key Stage 2 (Years 3, 4, 5 & 6) that's been shown to accelerate progress!

Improving the Emotional and Social Development of Children

At Webheath Academy we use a range of intervention programmes to aid children's Emotional and Social Development. All classes teach Personal, Social, Health and Economic Education in which we cover a wide-range of areas to promote the children's emotional and social development. In addition TAs work with children to build to build self-esteem and confidence and to develop social communication and positive behaviour. Our 'Nest' provides a nurturing environment for children who are finding classroom activities and routines challenging. Our specialist TA works with children both in the Nest and in classrooms to support children's needs.

Staff Expertise and Training

At Webheath Academy Primary School, we offer training and support for all staff throughout the Year. Our specialist TAs have experience of working in a variety of ways within the school to support SEND.

The school SENCo, (Mrs Woodward) is an experienced member of staff and has undertaken training in many areas of SEND. She has developed positive relationships with outside agencies. The Head Teacher (Mrs Burton) has previously been a SENCo and has a background in Special Needs Education. The support staff have received training in intervention programmes. When needed, teaching assistants attend relevant training according to the needs of the children they are supporting, as well as receiving in-house training from outside support services. Our two communication TAs attend regular training and network meetings run by the Speech and Language Therapist Service.

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School ensures that:

- All staff have an understanding of the different teaching and learning styles that can be used and differentiate work to support individual needs.
- Classrooms are SEND and Dyslexia friendly and that visual timetables and rules of good listening are displayed and used.
- Staff have high expectations of all children and the expectation that all children will make progress and reach their full potential.

Securing Equipment and Services

The school allocates money from its budget every year towards the provision of support for SEND. These funds are used to provide support and resources for children as well as training for staff and to purchase support from external agencies,

Consultation of and Involvement of Parents/Carers

At Webheath Academy Primary School, we have an open door policy and believe that all parents/carers should have a voice and be involved in their child's education and development. Parent/carers are encouraged to discuss, with the school, any concerns they may have by talking to their child's class teacher or the SENCo. All parents/carers who have a child on the SEND register will have meetings at least termly to discuss Individual Provision Maps and the support their child is receiving in school. If a child needs to be referred to an outside agency, parents/carers will be asked for their permission and views, which form part of the referral process. If a child has an Education and Health Care Plan, then the parent will be involved and key to the review process. Parents are contacted when concerns arise and a discussion is held as to the next steps to be taken and what provision the school will be making.

Consulting and Involving the Children

All children on the SEND register will have an Individual provision map and the child's voice is always sought during the writing and review of their targets; giving them the opportunity to say what they find difficult and what they think helps them to learn.

Complaints The school's complaints policy is available on the website or the school office:

office@webheath.worcs.sch.uk In the first instance we would always advise voicing any concerns with the child's class teacher, the SENCO or the Head Teacher.

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Involving Other Agencies

The following agencies may be called upon to attend meetings, provide reports and guidance on supporting the children:

- Educational Psychologist: Dr Daniel Rouse
- Paediatric Occupational therapists (OT)
- Behaviour Support Team
- Chadsgrove Teaching School- Learning assessments, Complex Communication Disorder.:
- Family Front Door
- CAMHS (Child and Adolescent Mental Health Service)
- Umbrella Pathway
- Early help Community Paediatrician
- School Nurse
- Speech and language therapist: Amy Green
- The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) provides impartial information, advice and support on matters relating to children and young people with SEND. For more information please see their website www.SENDworcestershireshire.co.uk or phone 01905 768153. You can also find them on Facebook 'SENDIASS Worcestershire'

Supporting Transition

Starting at Webheath Academy Primary School in Reception, the following ensures smooth transition for the pupils:

- Visits to nursery/pre-school settings
- Play sessions in the summer term
- Home visits.
- Information gathering about children identified as having SEND.

Where a child begins at Webheath Academy Primary School later in their education we obtain as much information from parents, previous school and any professional working with that child. Upon transition to secondary/middle schools we ensure that meetings are held where each child is discussed in detail and all necessary information is passed on. Where a child is identified as having SEND or is vulnerable, additional transition visits are arranged with the secondary/middle school the child will be transferring to.

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The Local Authority's Offer

Local authorities must publish a local offer, setting out in one place information about provision that is available for children and young people in their area who have special educational needs. You can find this at:

www.worcestershirelocaloffer.org.uk

Further information on the school's SEND provision can be found in the SEND Policy available on our website or from the school office. If you have any queries, please phone the school office to make an appointment with our SENCo.