



## Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

### Name of School

**WRAYSBURY PRIMARY**

Name of Headteacher:	MRS ALISON FOX
Name of SEN Co-ordinator (SENCO):	MRS LOUISE COLLINS
Name of SEN Governor:	
School address:	WELLEY ROAD, WRAYSBURY, STAINES, MIDDLESEX TW19 5DJ
Contact telephone number:	01784 482603
School email address:	wraysbury@rbwm.org.uk
School website:	<a href="http://www.wraysburyprimary.co.uk/">http://www.wraysburyprimary.co.uk/</a>
Type of school:	Maintained  Mainstream  Primary – EYFS, Key Stage 1, Key Stage 2

### 1. Identifying special educational needs and disabilities (SEND)

#### a. What kinds of special educational needs and disabilities does the school provide for?

Our school is committed to inclusion. We aim to provide a stimulating, broad and balanced academic and caring, social curriculum which is accessible to all children, irrespective of their ability in order for them to be fully included in all aspects of school life. Every effort is made to ensure that children with special educational needs or a disability are fully integrated into school life. Needs are identified early and we put into place appropriate support to enable every child is able to achieve their best. We currently support children with speech and language delays or difficulties, visual difficulties, learning difficulties such as dyslexia and dyspraxia, social and emotional issues and medical issues. If a child has social and emotional difficulties, we offer practical advice and support. However, due to the limitations of our current buildings we do not have quiet areas in all parts of the school to allow children, who become overwhelmed, to retreat to and this has, in the past, affected our ability to include all children, especially those with some extreme behaviours. Where possible, we provide a quiet area in the classroom and if a child has an EHCP with teaching assistant support, we are able to make some adjustments to support children who need time away from the classroom.

#### b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

All of the children in our school are viewed as individuals and staff know each child in their class - their likes, dislikes, strengths and areas of need. Children's needs are identified through regular monitoring including quality first teaching, observations, assessments and marking. Formal and informal discussions about children's needs take place between parents and school staff, including senior leaders and the school's SENDCo. External providers and

professionals are consulted regularly and their recommendations and actions are planned, delivered and reviewed.

Parents are able to discuss their concerns about their child's learning with the class teachers by contacting the school office. Teachers return calls at the earliest opportunity and can often offer to meet at the end of the school day or discuss concerns by telephone. Regular parents' meetings are held either in person or virtually.

We believe that early intervention and support is vital. We work tirelessly with children, families and professionals to try to meet every child's needs, supporting them to access all areas of the curriculum and in making good progress, whatever their starting point.

When children enter our Foundation Stage, our staff make transition visits and liaise with Early Years settings. When children start our school as an in-year admission, our head teacher is in contact with parents and the child's previous school is contacted; paper and electronic copies of records are sent to our school.

### **c. What should I do if I think my child/young person may have special educational needs/disabilities?**

We encourage all parents to speak to their child's class teacher initially to raise any concerns. Further discussions can take place with the Phase Leader and SENDCo.

## **2. Support the school provides for children and young people with SEND**

### **a. What teaching strategies do you use to support children with special educational needs and disabilities?**

When planning, teachers have high expectations for all children. They plan and provide opportunities for them to fulfil their potential.

As children learn in different ways, a range of teaching methods and resources are used in and out of the classroom to support the learning activities. A range of strategies are used dependent on the needs of the individual. If a child has an Education and Health Care plan, the provision stated in the plan is provided.

Children are given frequent opportunities to talk about their learning with adults and other children so they receive prompt and helpful feedback to help them progress further.

### **b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?**

Our aim is to include all learners and we will make adaptations to achieve this wherever possible. Many classes have a part-time teaching assistant to support the teacher and the children. Depending on the needs of the children, the assistant will take small group interventions, work with a child one to one or in paired work.

We endeavour to include all learners are included in a variety of ways and most are listed below:

- Auditory and visual enhancements including ear defenders, coloured overlays and exercise books, displays and separated workstations where classroom sizes allow.
- Some specialist equipment including sloped writing desks and chair bands.
- The NHS OT toolkit is used to devise interim physiotherapy programmes for children until we receive professional support from the NHS Occupational therapist. If a programme is designed by the NHS Occupational Therapist, this is delivered once training has been received. For a child who has an Education and Health Care Plan, physiotherapy will be actioned as specified in their plan.
- Speech and language screening assessments are completed if a child has difficulties and the school devises and delivers a programme. The NHS Speech and Language therapist is consulted when the school is unable to help a child make progress. If the therapist is directly involved with a child their therapy plan will be delivered in school and reviews are requested from the NHS service. For a child who has an Education and Health Care Plan, their programme is delivered as specified in their plan.

Interventions provided include:

- Phonics Interventions, including small group work, Alphabet Arc activities and Toe by Toe scheme
- Teacher designed interventions to meet the specific needs of children

<ul style="list-style-type: none"> <li>• Handwriting sessions</li> </ul> <p>Additional Adult support available:</p> <ul style="list-style-type: none"> <li>• One ELSA (Emotional Literacy Support Assistant)</li> <li>• Four ELKLAN trained staff – speech, language &amp; communication</li> <li>• For pupils with Statements or Education Health Care Plans, designated support staff are involved where necessary</li> <li>• With an Education and Health Care Plan, specialist teaching support can be given on a one to one or small group basis.</li> <li>• Child and Family Support Worker</li> </ul> <p>Support from external agencies:</p> <ul style="list-style-type: none"> <li>• ASD (Shine) Team</li> <li>• Behaviour Support Service</li> <li>• Early Help Team</li> <li>• Educational Psychology Service</li> <li>• Manor Green Outreach Service</li> <li>• Multi-Agency Safeguarding Hub (MASH)</li> <li>• NHS Occupational Therapist</li> <li>• NHS Speech and Language Therapist</li> </ul> <p>Building adaptations:</p> <ul style="list-style-type: none"> <li>• Wheelchair access is possible most areas of the school.</li> <li>• Disabled toilets.</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>How is the decision made about what type and how much support my child/young person will receive?</b></li> </ul>
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Children’s progress and attainment is regularly reviewed through formative and summative assessment. Any area which needs addressing is discussed and provision is arranged. The amount of support given will depend on the child’s need and the type of intervention being provided. If the support is required for an extended period of time, consideration is given to the application for an Education and Health Care assessment.

Children with medical or physical needs will have a programme of support designed by NHS professionals and this is delivered by staff members after they have received training.

All children have access to the wide variety of our support in school. However, we are able to provide and can access more support if a child has an Education Health Care Plan.

<p><b>c. How will I (the parent) be involved in planning for and supporting my child/young person’s learning?</b></p>
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Regular individual parents’ meetings are held throughout the year to discuss provision and next steps. If a child requires an Individual Education Plan (IEP) or Wellbeing Support Plan (WSP) these are written and shared with parents. The ideas and thoughts of children and parents are included in the plans which details goals and provision.

<p><b>d. How will my child be involved in his/her own learning and decisions made about his/her learning?</b></p>
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Lessons are designed to allow children to share their views about their learning and this is supported at the end of written work through marking and feedback. Every child has the opportunity to discuss their views with a teacher, teaching assistant or SENDCo. Children are involved in completing and reviewing their IEP or WSP.

<p><b>3. Children and young people’s progress</b></p>
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<p><b>a. How do you check and review my child/young person’s progress?</b></p>
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Teacher assessment occurs daily through interaction and marking, with areas for development identified and targeted through planning. Formal assessment also occurs regularly.

Pupil Progress meetings are held each term to review progress and Individual Education Plans and Wellbeing Support are reviewed termly. Interventions are monitored, assessed and reviewed with adjustments made if necessary. Parents of children who have an Education Health Care Plan also have formal annual reviews with the teacher and Inclusion Leader.

**b. How do you involve my child/young person and parents in those reviews?**

Reviews of Individual Education and Wellbeing Support plans are shared with the children and their parents at consultation evenings. Education and Health Care Plans are reviewed annually and a review date is arranged in consultation with the parents. Parents are asked for their views about who should attend the meeting, they are invited to bring other people with them and suggest points for the agenda. The child is invited to attend the meeting and share their views but do not have to stay to the whole event. Views and reports from all who are involved in the child's education are sought, including the child and their parents. The borough's assessment and Virtual Schools are also invited to send a representative. A written report of the meeting is forwarded to all involved.

**c. How do you know if the provision for children and young people with SEND at your school is working?**

All provision is monitored, tracked and discussed at regular progress meetings. Children are assessed prior to and at the end of each intervention programme. The success of the intervention is assessed and informs the next steps for the child. If there is no progress made within a short space of time, then, in line with our 'assess, plan, do and review' cycle, we carry out further assessments, try additional interventions and, if necessary, involve outside agency support.

#### 4. Support for overall well-being

**a. What support is available to promote my child/young person's emotional and social development?**

All children are encouraged to share their views and worries. Each classroom has a 'Worry Box' or 'Worry Monster'. Personal Social and Health Education (PSHE) lessons explore emotional wellbeing and all children are given the opportunity to share their ideas or concerns. We have an Emotional Literacy Support Assistant (ELSA) who works with children in groups or as one to one depending on the type of support required. Further emotional support can be sought through the Royal Borough of Windsor and Maidenhead's Early Help Hub and the Wellbeing and Behaviour Support teams. Behaviour and Anti-Bullying Policies in place and used by all staff, including lunchtime supervisors. Incidents are logged and patterns are identified leading to action being taken. Children who have an Education Health Care Plan often have a teaching assistant to work with them who has an awareness of emotional wellbeing and regular discussion takes place between the assistant, the teacher, Phase leader and Inclusion leader.

#### 5. Preparation for new and next steps

**a. How will you help and prepare my child to join your school?**

Parents are encouraged to bring their child to look around the school when the decision is being made to move them to our school. Before attending the school, children are given a tour, usually by the Head Teacher, and common areas and general points about the school are explained. For SEND children, a welcome sheet/transition booklet with photographs of the classroom and common areas are sent to the child and their parent. When starting our school, the class teacher puts into place a buddy support system and uses the information about the child to support their academic and emotional needs.

**b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?**

During transition, whether it is to a new year group or new school, the child's needs are at the centre of the process with all parties sharing the responsibility of ensuring the process is easy for the child. A transitional programme for Year 6 children takes place for the move to secondary school and the opportunity for extra visits to the new school are given to SEND children. The SENDCo for Wraysbury School and the secondary school usually have a handover meeting for SEND children. All documentation for the SEND child is forwarded to the secondary school.

For year group transitions, all SEND children are discussed with their current class teacher and consideration is given to their needs. Transition booklets are prepared for SEND children with photographs and information about new year group teacher and teaching assistant. The booklets are differentiated to suit the needs of the child. The booklets are taken home for the child to support them and help in familiarisation and to assist with decreasing anxiety.

**6. Accessibility and specialist equipment**

**a. How accessible is the school environment?**

*(A link to the School's Accessibility Plan can be found in section 8b)*

**Is your school wheelchair accessible?**

Most of the school is accessible by wheelchair. The computer suite and Year 4 classrooms are not accessible but alternative arrangements are made for computing lessons.

**Have adaptations been made to the auditory and visual environment?**

No

**What changing & toilet facilities does the school have for children and young people with SEND?**

2 disabled toilets are available. No nappy changing or separate changing facilities are available.

**Do you have disabled car parking for parents?**

1 parking space available in the staff car park.

**b. What if my child needs specialist equipment or facilities?**

When a need is identified, advice and support is sought from the relevant professionals. The ASD SHINE team have, in the past, provided weighted jackets, weighted lap belts and a sensory chair and the Occupational Therapy team are consulted for support with resources where needed. When a child has an Education and Health Care Plan, the additional funding can be used to purchase further equipment. The space in classrooms is quite limited and affects our ability to include all pupils with disabilities.

**c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?**

Risk assessments are completed for all extra-curricular activities, trips and residential trips, with further assessment for children with SEND depending on the activity and their need. Our Accessibility Policy includes details for the provision for SEND pupils. Wherever possible SEND pupils would be provided for within the above activities but this may be dependent on accessibility of the facility or activity planned. In this case, an alternative activity will be arranged for the pupil.

## 7. Training for staff, specialist services and further support

### a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

We currently have:

- 1 trained ELSA (Emotional Literacy Support Assistant)
- 4 members of staff trained ELKLAN (Speech and Language)
- The teachers and support staff regularly receive and host Continued Professional Development (CPD) which is bespoke to the needs of the school and the children

### b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

- Autistic Spectrum Disorder (Shine) Team – this agency work for the school to support children with a diagnosis of ASD. A report is completed with the recommended strategies and this is share with parents
- Children and Young People's Disability Service – accessed by parents and school
- Children and Adults Mental Health Service (CAMHS) can be contacted for children with some emotional needs and to diagnose Attention Deficit Hyperactivity Disorder or Autistic Spectrum Disorder – self referral and school referral is available
- Domestic Abuse, Stalking and Harassment Agency – self and school referral for support
- Early Help Hub – school referral with signed parental consent
- Educational Psychology Service – this service is sought by the school and parents do not have direct access to support.
- Learning Support for Students with Special Needs in Mainstream schools
- Multi-Agency Safeguarding Hub (MASH) – school referral
- NHS Occupational Therapist – parent or school referral
- NHS Speech and Language Therapist – this agency are contacted by the school and will share their strategies with parents at meetings in school with the child. This agency can be contacted by parents through their GP
- Wellbeing and Behaviour Support Service – school referral with signed parental consent

When an Education and Health Care Plan has been issued, other agencies may be involved to support the child.

### c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: [IAS@rbwm.gov.uk](mailto:IAS@rbwm.gov.uk)

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:

[www.rbwm.gov.uk/localoffer](http://www.rbwm.gov.uk/localoffer)

## 8. Policies

### a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

## b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

<http://www.wraysburyprimary.co.uk/>

- Accessibility Plan
- Behaviour and Anti-bullying Policy
- Equality & Diversity Policy and statement
- Equality Statement Feedback and Marking Policy
- Offsite Activities Policy
- SEND Policy
- Safeguarding Policy
- Supporting Pupils with Medical Conditions

## 9. Additional Information

### a. Do you provide any other resources for children and young people with SEND?

Depending on the needs of the child, some bespoke resources can be provided for SEN pupils.

## 10. Feedback and complaints

### a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

There is a difference between a concern and a complaint and it is hoped that concerns can be resolved informally without developing into a formal complaint. Informal concerns should be discussed with the Class Teacher or Phase Leader.

The formal procedures will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further. A copy of the school Complaints Policy can be found on the school website or is available hard copy from the school office.

<http://www.wraysburyprimary.co.uk>

## 11. Glossary

Terms used in this document	Description/explanation of term
Phase Leader	A teacher <i>who has a position on the Senior Management Team</i> and has overall responsibility for group of children. There are four phases in the school – Foundation Stage (4-5 years old), Key Stage 1, Years 1 and 2 (5 to 7 years old) Lower Key Stage 2, Years 3 and 4 (7 to 9 years old) Upper Key Stage 3, Years 5 and 6 (9 to 11 years old)

Date of last update of this document: September 2022

Date of next review: September 2023