

Wansdyke School Special Educational Needs Information Report

January 2021

In line with the SEND Code of Practice 2015, schools have a duty to publish information on their website about the implementation of the policy for Special Educational Needs and Disability. Within this document, we hope you will find information about the provision in place at Wansdyke School, for children with SEND.

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<p>SEND and CNRB Governor:</p>	
<p>This report works alongside the Wiltshire Local Offer https://www.wiltshire.gov.uk/local-offer</p>	
<p>This report outlines the way in which Wansdyke School, including its Complex Needs Resource Base, aims to meet the needs of children who are identified as having, at some point in their time at Wansdyke, Special Educational Needs or Disabilities (SEND).</p>	
<p>Overview of Wansdyke School</p>	<ul style="list-style-type: none"> • Wansdyke School has one class per year group, and all classes have approximately 30 children in them, apart from the Resource Base which has 24 children across two classes. • Wansdyke School is one of a few schools across Wiltshire that also offer provision to children with Educational Health Care Plans (EHCPs) who are identified as having complex learning needs that may not be able to be met through usual mainstream provision. This provision can only be accessed through the decision making process at Wiltshire Council's Special Educational Needs Panel and the Annual Review Process. Admission to Wansdyke School does not fast track a pupil to the Resource Base provision. This academic year the Resource Base has places for 24 children, and from September 2021 we will have 28 places. • There are currently 232 children on role at Wansdyke, 24 of whom attend the Resource Base provision. • Wansdyke School is currently supporting learners, across mainstream and the Complex Needs Resource Base, with a variety of needs including speech and language difficulties, visual impairments, hearing impairments, physical impairments, global developmental delay, Autism Spectrum Condition, Attention Deficit Hyperactive Disorder, Dyslexia, Fragile X, Sotos Syndrome and other learning difficulties
<p>What is the Local Offer?</p>	<ul style="list-style-type: none"> • It is a statutory requirement that all schools outline their SEND provision and support through their SEN Information Report and the SEN Policy. • We also link with the local council's local offer (link above)
<p>What is SEND?</p>	<p>The 2015 SEN Code of Practise says a child has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> • Has a significantly greater difficulty in learning than the majority of others of the same age, or

	<ul style="list-style-type: none"> • Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools <p><i>'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN...Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.'</i> SEND Code of Practice, January 2015</p>
<p>Who can I talk to about my child's Special Educational Needs or Disability?</p> <p>Who is in charge of SEND at the School?</p>	<p style="text-align: center;">Every teacher is a teacher of every child</p> <p>You can contact your child's class teacher about your child's needs. This can be done by speaking to them at the beginning or end of the school day (during COVID19 please make an appointment to speak with them). You may wish to make an appointment to guarantee quality of time with the class teacher. You may also wish to invite the SENCo as part of the meeting. You can also attend the Parent Consultation Evenings which take place in October and April each school year.</p> <p>Our SENCo at Wansdyke School is Carly Walsh. She has worked as a SENCo for many years, and has joined our team of staff in the Resource Base.</p> <p>Our Resource Base Manager is Hannah Knight, who is in her 15th year of supporting our children with complex needs.</p> <p>As part of the Acorn Education Trust, we are also supported by the Head of SEN for the Trust, Sue Fulbrook.</p> <p>Carly and Hannah welcome communication from parents and other professionals and you are invited to contact either of them in person, by telephone or by email, should you have any questions about our school and its provision.</p>
<p>What provision is available to support children with Special Educational Needs? What is our whole school approach to the curriculum and to learning?</p>	<ul style="list-style-type: none"> • Our curriculum is adapted and differentiated to meet the needs of all children, providing the right level of support where needed to enable children to access all areas of learning. • At Wansdyke we aim to offer an inclusive education for learners who may have difficulties with communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs. • We are currently developing our whole school curriculum, and our SENCo and Resource Base Manager are part of the team driving it forward. They consider the needs of our children with SEND when we are planning the curriculum and how it will be delivered in the classrooms, creating additional resources to support access to learning. • Teachers adapt planning so that individuals have specific learning outcomes through personalised learning and high quality differentiation. • We will sometimes withdraw children from whole class teaching for short learning sessions with the aim of developing the child's progress and closing the gap in attainment between themselves and their peers. These sessions are both to address specific needs for children, but also to prepare them for learning that is coming up in a lesson • We provide extra adult support in class so that children have the right amount of support in accessing the curriculum.

	<ul style="list-style-type: none"> We liaise with outside agencies and following their advice on how to help children learn.
How is the school accessible to children with special educational needs or disabilities?	<ul style="list-style-type: none"> The 2015 SEN Code of Practise says: Schools have duties to make reasonable adjustments for disabled children and young people to support medical conditions At Wansdyke we aim to adapt buildings and furniture if necessary so that children are not restricted from using the school fully. We liaise with outside agencies to ensure that children are able to access learning, and this may include the use of specialist equipment and furniture. Wansdyke School is not all on one level, but we do have ramps outside of the building to avoid steps as needed We have both adult and child friendly disabled toilet access which can also be used to support intimate care. We have a sensory room for children who need this provision.
How does the school identify and assess children with Special Educational Needs?	<ul style="list-style-type: none"> Some children may start school with their SEND needs already identified, in which case we will work with the existing setting and professionals, as well as the parents or carers to ensure a smooth transition and that the right provision is put in place to support the child. Parents and carers may approach the class teacher and/or SENCo regarding concerns they have about their child. Alternatively, the class teacher may have concerns about a child that they wish to discuss with the parents or carers and the SENCo. Where there is a shared concern, the class teacher, in collaboration with the parents or carers and the SENCo will complete a document called the Wiltshire Graduated Response to SEND Support (GRSS) and is available for all children from Early Years, Key Stage One and Key Stage Two. This document enables us to identify areas of need for individual learners and also signposts us to additional support and strategies that can be put in place to support learners. Depending on the level of support needed by a child, the school, in discussion with parents or carers and the child, may seek to begin completing Individual Education Plan (to identify areas of development and focus for the child) which will set targets to be worked on with the child to support their progress. Children who are working at 'SEN Support' or have an EHCP on the SEN Register have an IEP. For some learners at SEN Support, the school may recommend that a My Support Plan is completed to develop a detailed overview of a child's needs and how best to support them. This may be because they have a range of needs but can also be seen as a first step towards requesting specialist support, advice and/or resources which may lead on to the request for a statutory Education Health Care Plan (EHCP) which is known in Wiltshire as a My Plan. We make regular assessments against the statutory assessment for the Early Years Foundation Stage and the National Curriculum
Assess, Plan, Do, Review	<ul style="list-style-type: none"> At Wansdyke we are constantly assessing the children, focussing our planning and teaching on the child's needs and progress and then reviewing what is working or not working for the child and how we

	<p>can use this knowledge to inform future planning, teaching and assessment.</p> <ul style="list-style-type: none"> • We use the age related skills and expectations to assess children's learning and next steps which informs our teaching, and then may lead us to consider the additional support a child may need as part of this process. • We aim to identify any special educational need as soon as possible which enables us to put the right support in place for our learners. • We also use the target setting process involved in a child's Learning Plan, My Support Plan or My Plan/EHCP/Statement of SEN and review these regularly to ensure the cycle of assess, plan, do, review is being successful. • Where the GRSS is being used to support the identification of a child's needs we will also review progress against the different areas of needs that were identified for the individual child. • The SENCo works with class teachers on a regular basis, to discuss children's progress and where additional support is needed and what this may look like.
<p>How will I know my child is doing well and how will you help me support my child's learning?</p>	<ul style="list-style-type: none"> • We have an open door policy at Wansdyke and encourage parents and carers to contact their child's class teacher with any questions and to seek information on their child's learning. At present, due to COVID 19, this is more challenging and opportunities to talk about children and their needs will be planned and may be held through an online meeting. • We use Seesaw to communicate regularly with parents regards the learning that is taking place in the classroom • Parents will receive information on their child's learning and progress through the Annual School Report which is sent out in the Summer Term each academic year. • The class teacher and SEND Manager may also send home specific strategies and resources to help you support your child at home. • Parents will also receive updates on their child's attainment and progress through the sharing of assessment in Parent Consultation evenings and alongside the Annual School Report. This information will inform parents of skills that are yet to be mastered by their child and their progress against the expected standards for each year group. • Where outside agencies are involved, parents will be invited to contribute their views, meet with that professional and receive a copy of the full report <p><u>What opportunities will there be to discuss my child's progress?</u></p> <ul style="list-style-type: none"> • Twice yearly Parent Consultation evenings which run in October and April. • Appointments requested by parents and carers. • For children who have a My Support Plan, My Plan (EHCP) or there will also be additional meetings to ensure that provision is correct for individual children and that needs are being successfully met, including the Annual Review for children with an EHCP
<p>What support will there be</p>	<ul style="list-style-type: none"> • We have two Emotional Literacy Support Assistants (ELSA) who support children with a range of difficulties including bereavement,

<p>for my child's overall well-being, emotional and social development?</p>	<p>parent separation, self-esteem, resilience and self-worth, to name just a few. One of our ELSAs supports children in the Resource Base, and one supports children in the mainstream classes (but is currently on maternity leave).</p> <ul style="list-style-type: none"> • Our Resource Base Manager is a Thrive Practitioner and can support individuals, small groups and whole classes through this approach. • Possible referral to the School Nurse or Learning Disability Nurse. • Possible referral to the Child and Adolescent Mental Health Service (CAMHS). • Class teachers will also engage with any of the services that may be referred to. • We are part of the Local Authority and NHS Trailblazer Pilot for Mental Health Support Teams, working with mental health professionals who work from our school one day a week, and children from Wansdyke can be referred in to this service. • We recognise that children need to be emotionally ready for learning and so have circle times, PSHE, rewards and praise systems to support the above strategies
<p>How will my child be able to communicate their views?</p>	<ul style="list-style-type: none"> • Through class based discussions in circle time and PSHE lessons • Children are engaged in the writing of the Individual Education Plans (IEPs) • Observations of individual children are also used as a means to gain their views. • Children are invited to complete contributions and attend SEN Review Meetings. • Children contribute to the writing of their One Page Profiles (in the Summer Term)
<p>What other agencies work in partnership with the school to improve progress and support my child with Special Educational Needs?</p>	<ul style="list-style-type: none"> • Local Authority Specialist Special Educational Needs Service (SSENS) • Local Authority SEND Leadworkers • Educational Psychologist (Acorn's EP and the Local Authority EP) • Speech and Language Therapists • Occupational Therapist • Visual Impairment Team • Physical Impairment Team • School Nurse • Learning Disability Nurses Team • Local Authority Behaviour Support • Child and Adolescent Mental Health Service (CAMHS) • Consultant Paediatricians and General Practitioners • Social Care • School will sometimes make referrals to the above agencies in order to best meet the needs of individual children. • The school may also liaise with outside agencies and professionals who can support parents and carers. • We aim to work closely with any outside agencies that are involved with your child, and having strong working relationships with the above is highly important to us
<p>Partnership with Parents and Carers</p>	<ul style="list-style-type: none"> • At Wansdyke we value the partnership between home and school and the strength of working as a team around the child. • We encourage parents and carers to attend class assemblies and come in to school on a regular basis to celebrate their child's successes, although at present, these things are running differently!

	<ul style="list-style-type: none"> • We use 'SeeSaw' to share updates regularly about what children are doing in school and their achievements. • Some children also have a Home-School communication book for information sharing between home and school. • All staff enjoy working closely with parents to get the best for the children.
<p>Can my child access school dinners, activities and trips with their peers?</p>	<ul style="list-style-type: none"> • We have amazing kitchen staff who work very hard to cater to particular dietary needs. Our cook is always willing to meet with parents to discuss those needs, and how they can be catered for. • For trips and activities we work in consultation with parents to consider any reasonable adjustment that may be needed for a child that will be participating • Risk assessments are carried out for trips and activities that happen away from the school site. In the unlikely event of reasonable adjustment still resulting in the trip or activity being unsafe for a child, we will provide alternative activities that will cover the same areas of the curriculum
<p>How are the school's resources allocated and matched to need?</p>	<ul style="list-style-type: none"> • All children receive high quality differentiated teaching and quality first teaching which matches children's needs. • Provisions that are in place for a child are reviewed regularly and from that review process, we are able to establish if there needs to be a change in any provision • Where additional support is needed, such as an intervention programme, the class teacher will liaise with the SEND Manager (and the Headteacher if the support requires an allocation of staffing) to develop a personal support programme for the child. • All interventions and programmes of support are used to narrow the gap between a child's attainment and the attainment of their peers • Additional support and provision is personalised to meet the needs of the individual. Where a higher level of support and provision may be needed, the SEN Review process is used to look at next steps. • For children who have a My Plan/EHCP, they are allocated a 'banding' by the Local Authority that links to funding. The school, alongside parents, carers and other professionals involved in supporting a child's needs decide how the allocated banding and funding is used to best meet an individual child's needs
<p>What training and development is there for staff supporting children with SEND?</p>	<ul style="list-style-type: none"> • Key members of staff, including class teachers and teaching assistants attend training to meet the individual needs of children, especially for those children who have specific medical needs. • The SENCo supports training and staff development through staff meetings, training days and teaching assistant meetings. • Some of our teachers and teaching assistants have training in specific interventions and expertise is shared among staff. • Our SENCo attends SENCo Network Meetings and SENCo Cluster Meetings which include training and the sharing of good practise which is then shared with staff. • Staff also work closely with outside agencies, particularly from the Speech and Language Therapy Service and SSENS through their visits and their reports • When we have a child join the school with specific needs for which we need training, this is organised as quickly as possible. This might

	<p>include medical needs such as Epipen and personalised training for diabetes</p> <ul style="list-style-type: none"> • Our ELSAs attend training sessions or 'supervision' through the year that are run by the Educational Psychology Service
How are children supported in making a positive transition to their next school or phase of education?	<ul style="list-style-type: none"> • Staff work closely with other schools and their approaches to transition when a child is moving schools or phases. • Class teachers work alongside each other to ensure a smooth transition from class to class within the school. • For some children, additional transition arrangements are made in collaboration with another school to ensure that their transition is positive. This may include having members of the new school come and visit them at Wansdyke, have a key member of staff from Wansdyke go with the child to visit their new school and can also include the development of additional visual resources to support the transition process. • We also work as closely as possible with schools that may have a pupil making a transition to Wansdyke. • Transition from class to class and from setting to setting is personalised as much as possible to meet the needs of an individual.
How are the school governors involved?	<ul style="list-style-type: none"> • The SENCo updates the Academy Council on SEND needs and changes in the school • The Academy Councillors are encouraged to visit the school regularly
Who can I contact if I need further information?	<ul style="list-style-type: none"> • Carly Walsh, Mainstream SENCo, Carly.Walsh@wansdyke.wilts.sch.uk • Hannah Knight, Resource Base Manager, slcmini@wansdyke.wilts.sch.uk or telephone (01380) 725234, option 3 • Sue Fulbrook, Acorn Education Trust Head of SEND (01985) 215551 • Wiltshire Parent Care Council (WPCC) is an organisation that provides independent advice and support for families http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page
How can I raise concerns if I need to and with whom?	<p>Concerns should first be raised with the class teacher, alternatively, you may wish to raise concerns with one of the following people:</p> <ul style="list-style-type: none"> • Carly Walsh, SENCo • Hannah Knight, Resource Base Manager and Deputy Headteacher • Sam Heard, Head of School • Charlotte Robinson, Executive Headteacher <p>You may also wish to follow the Acorn Complaints Procedure, information for which can be found on the school website and on the Acorn Education Trust Website.</p>

See also on our school website:

- Acorn Education Trust SEND Policy