



**SPECIAL EDUCATIONAL NEEDS  
AND DISABILITIES  
INFORMATION REPORT**

**September 2017**

# **1. Special Educational Needs Provision at Waulud Primary School**

Waulud Primary is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible. We celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made at school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties – dyslexia, dyspraxia.
- Sensory, Medical and Physical – Hearing impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction – Autistic Spectrum condition, selective mutism, speech and language difficulties.
- Social, Emotional and Mental Health – Attention deficit hyperactivity disorder.

We aim to meet the needs of individual children through highly effective teaching and learning. There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

Waulud Primary School works closely with external agencies such as Occupational Therapists, Physiotherapists, Educational Psychologist, Special Educational Needs Advisors, Child and Adolescent Health Services (CAMHS), Hearing and Visual Impairment Services and Speech and Language Therapists. The school also employs an independent Speech and Language Therapist three days per week.

## **2. What are the school's policies with regard to the identification and assessment of children with SEND?**

Additional assessments may be required for children who are identified as making less than expected progress, which can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or improve on the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Identification takes place through:

Daily observations, summative and formative assessments by school staff.

- Dialogue with parents which may be followed by diagnostic testing and further observations.
- Liaising with pre-school settings where concerns may have already been identified.
- Working with external agencies to identify specific support which can be implemented into school provision. If behaviour is causing concern, it is always considered whether there are any underlying difficulties. The class teacher / SENDCo would gather information about incidents occurring, what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour.

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate, depending on age and capability) are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues.

### **3. Who are the key people in the school available to discuss parental / carers concerns about their child's difficulties?**

- In the first instance, you would speak to the class teacher about any concerns you may have about your child.
- Class teachers may then discuss the concerns with our school SENDCo, Mrs Erwood.
- Depending on the nature of the concern, our Headteacher, Mrs Devereux, may also be involved.

#### **4. How will parents / carers be informed and supported if their child has been identified as having special educational needs?**

- Progress is continually monitored by your child's class teacher. Teachers are available after school to discuss any issues or queries with parents. If parents/carers wish to discuss concerns in more detail, a longer appointment may be made in advance with the teacher.
- Parents / carers are invited to attend two consultation evenings throughout the year and will receive two written reports.
- All children have a home/school communication book where daily information is shared between home and school.
- Parents of children with an Individual Learning Plan (ILP) will be invited to contribute to, and review, the ILP. This will specify short-term targets and actions, as well as advice from external professionals; ILPs are reviewed termly.
- Children who have an Education and Health Care Plan (EHCP) will have an annual review where parents and all external agencies involved in your child's development and learning are invited to attend. Your child's needs and progress so far will be discussed and there will be an opportunity to set future targets and actions.

- Progress is measured using Classroom Monitor assessment system. At the end of Key Stage 1 and Key Stage 2, children will be formally assessed using the Year 1 Phonics Screening Test and Standard Assessment Tests (SATS).

#### **5. What support is offered to ensure the well-being of children with special educational needs and disabilities?**

- Pastoral support is provided by members of the Senior Leadership Team (SLT), teachers, support staff, family workers and midday supervisors.
- Social Skills groups are available to encourage children to develop strategies to work as part of a team, solve problems and learn to manage difficult situations by controlling their emotions. A lunchtime club is available daily for pupils who have difficulty managing their behaviour on the playground or who would benefit from adult intervention to make friends and socialise.
- For children with behaviour difficulties, Pastoral Plans are implemented, which are tailored to individual children's needs. Bullying is not tolerated and will be addressed immediately.
- Children's views are taken into account through review of Independent Learning Plans, through pupil voice and the school council, (children with SEN are represented on the school council).
- Teaching children how to stay safe through PSHE lessons and e-safety, which is incorporated into computing lessons where appropriate.
- Our inclusion team meet weekly to discuss vulnerable pupils and plan any appropriate actions/support.
- Support is available for the administering of medication for children who have a care plan and where parental consent has been given to administer specific medication.
- If we have concerns about your child's attendance, our family workers, SENDCo and Headteacher will work with the family to ensure your child accesses school. Our Education Welfare Officer regularly monitors the attendance of our children and any concerns will be shared.

## **6. How will teaching be adapted to support your child with special educational needs or disabilities?**

- All planning will be differentiated to meet individual children's needs and to enable them to be taught alongside their peers in the classroom wherever possible. Teaching will be adapted to support pupils with special educational needs through a relevant and differentiated curriculum to ensure all pupils make progress. Activities will match pupils' ability and build on previous learning targets.
- Individual workstations may be accessed by children who require time away from their peers and benefit from 1:1 support during lessons.
- Resources such as I.T., Visual and Kinaesthetic tactile resources are available to enrich the curriculum for all children.
- Pre-teaching of subject specific vocabulary, breaking down instructions into small steps and over-learning provide children with a more secure understanding of the curriculum.
- The pace of the lesson may be reduced to enable children to process and respond to information. Further explanation of tasks may be explained by a teaching assistant.
- Reports from outside professionals, such as speech and language, educational psychologies and learning support advisor, are used to help with next steps for children's learning. Targets from these reports are incorporated into individual learning plans and reviewed with pupils and parents/carers. All reports from outside professionals are shared with parents.

- Progress is measured on an ongoing basis and data is collected half-termly; this informs children's targets for the next half-term.

## **7. What different types of support can the child receive in school? (e.g. small group or individual).**

- Depending on the need of the child, support may be provided on an individual 1:1 basis or within small group support. Small group intervention may support development of reading, writing and Maths skills. 1:1 support includes development of speech and language skills; social skills and friendships or pastoral support to help manage emotional difficulties.
- Teachers and teaching assistants receive weekly INSET to continue developing their skills. These sessions are based on the needs of the children and also the development needs of the school.
- Where specific training is needed to meet an individual's needs, staff will be trained by the special needs nurses (e.g. epilepsy, diabetes, asthma). Care plans are in place and adhered to.
- Family workers also support parents and children through stay and play activities, working with parents closely and liaise closely with families.
- External agencies can also provide support for children and parents.

- Interventions to target specific areas of need include:

Intervention	Target Group
Early Reading Research Programme	Children who are struggling to grasp Phonics
Word WASP	Year 2 upwards for children who are struggling to read and spell phonetic and regular words
Reading PROBE	Children who are struggling to develop a sight vocabulary for reading
Spelling PROBE	Children who are struggling to develop regular keyword spellings.
Speech and Language Programme	Children who have been identified by SALT service and have a specific programme (coordinated by the speech therapist) to develop their speech.
Language for Thinking Colourful Semantics	Children who have comprehension or receptive language difficulties, children who have word finding difficulties.
Social Skills	Children who need specific teaching due to social and communication difficulties
Occupational Therapy Funky Fingers	Children who have fine motor skills difficulties

Maths Plus 1, Power of 2 Shine Maths	Children who are struggling to grasp basic skills in Maths
Lunchtime Club	Children who are unable to cope in the playground are supported in a smaller, adult supervised group.

**8. How will the school support your child in unstructured times, such as lunchtimes and playtimes and enable him/her to have access to after school clubs, school trips and journeys?**

- Some children need additional support during the unstructured times. The support may be from a teaching assistant or lunchtime assistant who has received training to meet your child's needs.
- For some children who find lunchtimes difficult, they will enter the dinner hall earlier when it is quieter. They then have the opportunity to access a small group area where they will receive adult supervision in a quieter environment than the playground.
- As an inclusive school, all our clubs are accessible. If your child wishes to attend an after school club or breakfast club, there are adults present to provide additional support.
- Social skills groups provide children with an opportunity to problem solve and discuss acceptable ways to diffuse conflict or look at alternative ways for managing their emotions. For

some children, we write and share social stories which make appropriate actions and responses explicit when faced with difficult situations.

- Risk assessments are carried out for all school trips. Children with an EHCP will have an adult to support them 1:1 on all trips.

## **9. How does the school involve children in decisions that affect them?**

Pupil voice is very important at Waulud Primary School. This is achieved by:

- Children are invited to attend and contribute to meetings, e.g. Consultation Open Evenings, ILP reviews, annual reviews and transition meetings.
- All children have the opportunity to stand for School Council election. Nominees are voted for by the class. School Councillors are expected to listen to the views of all the children in their class and share them with the School Council.
- Education Health Care Plans incorporate children's views; this is a vital part of the process. If children are unable to attend the meeting, their views will be collected beforehand and shared with professionals.

## **10. How are the school's resources allocated to support children with SEND?**

- Children who have an Education and Health Care Plan have some allocated funding from the Local Authority and additional funding is provided from the school budget. The funding is used to provide individual or small group support to meet your child's needs in order to access the curriculum, lunch and playtime support and support for school trips and resources if needed.
- For those children who do not have an Education and Health Care Plan, support is provided to access the curriculum, either one to one or in a small group, or to carry out interventions to target the area of concern.
- A large team of Teaching Assistants are deployed throughout the school with every class having dedicated support.
- The area of SEN is also allocated an annual budget – from this funding we are able to purchase resources to support access to learning, such as Communicate in Print, Coloured overlays and books for pupils with Literacy difficulties, as well as 'Word Wasp' and 'Hornet' books to support reading and spelling skills.

- Provision maps detail the support provided for pupils with SEND; this provision is monitored by the SENDCo, Headteacher and the SEND Governor.
- Progress of SEND pupils is monitored by the SENDCo (Mrs Alison Erwood), Headteacher (Mrs Anne Devereux) and the SEND Governor (Ms Tracey Wellings).

### 11. What services external to our school can provide support to children with SEND?

The following external agencies may be involved with your child's learning and development. Before seeking external advice, discussions will take place between the SENDCo and parents.

A School Liaison Meeting is held termly; this is attended by the Educational Psychologist, Speech and Language Therapist, Special Educational Needs Advisors and a member from the Behaviour and Tuition team, where next steps are discussed for the individual.

<b>External Agency</b>	<b>Referral Process</b>	<b>Service Provided</b>
Educational Psychologist	School Liaison Meeting – concerns raised by SENDCo	Educational Psychologist will observe your child in school, carry out relevant assessments, speak to relevant school staff and meet with parents. A report is written to share observations about your child's development, along with the actions for parents and school.
Behaviour and	School Liaison Meeting – concerns raised by	A member of the Behaviour and Tuition team will observe your child in school and will talk to relevant

Tuition	SENCD0	school staff and may meet with parents. A report is written to share observations, along with the actions for parents and school.
Autism Team	School to complete a referral form. A diagnosis of ASD is needed to meet criteria for referral.	A member of the Autism Team will observe your child in school, speak to relevant school staff and meet with parents. A report is written to share observations, along with the actions for parents and school.
Speech, Language and Communication Needs Advisor (SLCN)	School to complete referral	The SLCN advisor will observe your child in school, speak to relevant school staff and carry out assessments. A report is shared with the family and school and the next steps are documented.
<b>External Agency</b>	<b>Referral Process</b>	<b>Service Provided</b>
Speech and Language Therapy	School to complete referral form.	The family are invited to attend an initial appointment at the clinic. A report is written and shared with home and school. School implement any actions, incorporating targets in ILP. An independent SALT is also employed by the school, she will assess your child in school and implement a speech and language programme where required.
Edwin Lobo Centre	School or doctor to complete referral form.	Your child is invited to attend an appointment with the community paediatrician. Prior to the appointment, school is often presented with questionnaires about your child's development as part of information gathering. At times, school may write a written report as additional information and if possible, the SENDCo will attend the

		appointment with the parent/carer and your child.
CAMHS Child and Adolescent Mental Health Service	School or doctor to complete referral form.	Your child is invited to attend an appointment with the parent/carer. With parental consent, a report may be shared with school.
School Nurse	School to complete referral form	School nurse to meet with school and parents to discuss health/medical concerns and plan next steps.
Occupational Therapy	School or doctor to complete a referral.	Your child is invited to attend an appointment with the parent/carer at the clinic. A report is shared with the school and school implement the actions.
<b>External Agency</b>	<b>Referral Process</b>	<b>Service Provided</b>
Physiotherapy	Referral through doctor	Child to attend clinic/hospital.
Lady Zia Outreach Team	School to complete ICT/Curriculum/PE referral form	Outreach team come into school. They observe your child and carry out relevant assessments. A report is shared with school and home. Actions are implemented where possible.
Hearing Impaired Pre- school and Primary Outreach	Children have already been identified with a hearing impairment and will have hearing aids.	A member of the HIPPO team will come into school to work with your child; this is usually once per fortnight. They will work with staff to ensure adaptations have been made within the classroom to meet your child's needs and suggest strategies to support learning.

Service		
The Lantern Behaviour Provision based at Whitefield Primary School	Pupils have been identified with behaviour difficulties and Behaviour Support Service have previously been involved. Additional support will be in place and behaviour tracked through monitoring systems, behaviour and pastoral plans.	A place will be allocated within the Lantern provision based at Whitefield School. Both schools will work together to ensure the needs of the child are being met and discuss targets being set. When targets are met and behaviour improves, staff from Waulud and The Lantern will work together to ensure a smooth transition back into mainstream school, or to a new High School setting, depending on the age of the pupil.

**All of the above referrals are completed with parental consent.**

**12. How are staff in our school supported to work with children with special educational needs and what training do they have?**

- Teachers have weekly training. Depending on the needs of the school, a training plan is devised. Where whole school awareness is needed because of your child's needs, then training is implemented to meet those needs, e.g. epilepsy or asthma awareness.
- Training has been led by the Educational Psychologist, Autism Team and Behaviour Support Service. Outreach advice may be sought for individuals, e.g. from Lady Zia

Outreach. The SENDCo will ensure that all staff involved with your child's learning are fully aware of what approach or resources are needed.

- Our teaching assistants attend weekly training. The training is based on the needs of the children they are working with. External trainers, such as the nurses, Autism Team and Speech and Language Therapist, will deliver training as well as staff in the school.
- All staff have received training related to positive behaviour support so that indicators of difficulties are recognised and de-escalated, to prevent incidents of challenging behaviour and ensure pupils receive support during periods of high or emotional anxiety.

### **13. How will the setting support the child in moving on to another school or to the next key stage in their education?**

- Transition meetings are carried out for pupils moving on to High School. Children will visit their new school on several occasions and staff from High Schools also visit Waulud where possible.

- Children with Education and Health Care Plans have transition meetings with parents/carers, child, SENDCo and a representative from the new school. The child's needs are discussed to ensure a smooth transition into their new school.
- Home visits are also carried out by the family workers for all new children attending Nursery.
- Home visits are carried out by class teachers for all new children attending Reception.
- Children moving from Key Stage 1 to Key Stage 2 will have several opportunities to visit and spend time in their new class and meet their new teacher before transition. They will also be able to eat lunch in the dinner hall and access the playground. Any specific support will be put in place before transition.

#### **14. What are the arrangements made by the Governing Body relating to the treatment of complaints from parents of children with SEN concerning the provision made at school?**

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEND complaint procedure is as follows:

- The complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed. If the matter remains unresolved,

- The complaint is dealt with by the SENDCo or by a senior manager. If there is still no resolution
- The Head teacher should become actively involved.
- If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors, Mrs Anna Pedersen.
- The Governing Body will deal with the matter through their agreed complaint resolution procedures.
- In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority.

#### **14. How accessible is the school environment?**

- The building is wheelchair friendly in parts and adaptations can be made according to the needs of the children.
- There are separate toileting facilities available in the school.

- Staff in the school have supported parents/carers whose first language is not English with translating.

**15. Who can parents/carers contact for further information at Waulud Primary school?**

- If you wish to discuss your child's needs, the class teacher would be the first point of contact.
- The SENDCo, Mrs Erwood, is available to discuss any concerns parents may have with special educational needs or disability.

- The Special Educational Needs Assessment Team (SENAT) are available to support children with specific needs and support with EHC plans. They are based at Futures House, The Moakes, Luton. LU3 3QB. Telephone: 01582 548132. Email: [senat@luton.gov.uk](mailto:senat@luton.gov.uk)
- Parent Partnership support parents who have children with special educational needs and/or disability.  
Contact Vicki Lloyd – 01582 719754 or Olwen Davies 01582 548156  
Email: [parentpartnership@luton.gov.uk](mailto:parentpartnership@luton.gov.uk)
- Parents can find the Luton Offer on the Luton Borough Council website.  
<http://directory.luton.gov.uk/kb5/luton/directory/family.page?familychannel=11>

Reviewed – July 2017

Signed ..... Date .....  
**Chair of Full Governing Body**

Signed ..... Date .....  
**Headteacher**