

THE WILLOWS PRIMARY SCHOOL

Special Educational Needs and Disability SEN Information Report (2022)



The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

1. What kinds of special educational needs does the school provide for?

The Willows Primary School is an inclusive school and we make every effort to provide for children with a variety of needs. A child is classed as having special educational needs if he or she has learning difficulties that call for special educational provision to be made. We have supported children with Downs Syndrome, Autistic Spectrum Condition, ADHD, epilepsy and a range of learning difficulties such as Dyslexia.

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA.

Special education provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

All children are assessed on a regular half termly basis. Needs are identified and tested by the school in different ways. We recognise that children's needs and requirements fall into four broad areas.

- Communication and interaction (speech and language difficulties or autistic spectrum disorders)
- Cognition and Learning (general or specific).
- Emotional, social and behavioural development.

- Sensory and/or physical (hearing difficulties, visual impairment, physical and medical difficulties).

All teachers at The Willows Primary School are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

Our school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance judged against National Curriculum level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools
- Screening /diagnostic tests
- Reports or observations
- Records from feeder schools, etc.
- Information from parents
- Where necessary, advice and support from Trafford SENAS
- Where necessary, outside agencies providing observations, advice and recommendations.
- National Curriculum

Results are used to inform us about a child's progress and attainment, and set criteria are used to judge whether a child needs extra support. Half termly progress meetings involve class teachers, Head Teacher and SENCo (Special Needs Co-ordinator – Miss Jones/Mrs Warren). SEN (Special Educational Needs) intervention staff review progress with children and speak regularly with class teachers, SENCO and head teacher to discuss their attainment and progress. If a parent or carer believes their child needs extra help he / she should contact the class teacher and / or SENCo.

3. How I know how my child/young person is doing?

The Willows Primary School offers a variety of opportunities for parents / carers to learn about their child's progress and attainment:

- Parents' evenings (Autumn and Spring term)
- Termly Special Educational Needs meetings
- Interim Reports (Spring term)
- End of year report (July)
- Open door policy

4. How will the curriculum be matched to my child/young person's needs?

All children are taught within age appropriate classes. The curriculum will be adapted, where is required, as will the learning environment. Ability groupings are used for Literacy (phonics, reading and writing) and Numeracy (mathematics) Teaching and resources are differentiated within the classroom to ensure children meet objectives. Classroom and table top displays support children's independence. If additional support is identified as necessary then this will be available to children. Children take part in planned, evidence based intervention programmes. Support is personalised and targeted.

The full local offer of services available in Trafford can be found at www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service on 0161 912 1053 or fis@trafford.gov.uk

5. How will school staff support my child/young person?

The SENCo will oversee all programmes offered to children with SEN. The SENCo will work with class teachers to plan and deliver personalised and targeted support. Class based teaching assistants work alongside the class teacher to support children with SEN, individually or in small groups. The SENCo will access support from outside agencies such as Educational Psychologist, Speech and Language therapists, SENAS (Trafford's SEN Advisory Service) and others. There is a designated governor on the board of governors to oversee the work of the school and the SENCo.

6. How is the decision made about what type and how much support my child/young person will receive?

After a child has been identified as needing additional support the SENCo will discuss the case with the head teacher, class teacher and parents / carers. Outside agencies may also be involved, especially when further assessment is required, for example an Educational Psychologist, Speech and Language Therapists etc. Assessments and diagnostics tools are used to identify the areas of need, targets, strategies and intervention programmes and support will be agreed and implemented. The type and amount of support required will be judged on an individual basis on the basis of need. The need and impact of support is reviewed on a termly basis by the SENCo, head teacher, class teacher and parents / carers. Parents / carers have a right to view complaint procedures if they are not satisfied with provision or outcomes.

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

All children will be offered the same opportunities outside the classroom. Support will be provided if needed so that all children can access PE lessons, school visits, playtimes and extra-curricular clubs. Parents will be involved in the planning of any activities outside the classroom where additional support may be required.

8. What support will there be for my child/young person's overall wellbeing?

All staff at the Willows Primary School are trained up to Level 1 in Safeguarding procedures. The Child Protection Officer (the Headteacher, Mrs. Warren) is qualified to Level 3. All children will have a key worker (normally their class teacher) teachers will provide pastoral, behavioural, emotional and social support where necessary. All staff follow the Willows Primary School's Behaviour Policy and obviously such strategies will be amended as and where needed to cater for children with behavioural needs. The school works closely with the Education Welfare Officer to monitor and respond to issues with attendance.

The Willows Primary School also has a named member of staff responsible for managing medicines (Mrs Jennings). Action plans have been produced for medicines such as inhalers and epi-pens to ensure they are used safely use around school. In some circumstances, a child may need a designated person to administer certain medical procedures, this will be considered through the child's medical needs and funding given. Arrangements can be made with the school for administration of long term medication in line with our medicine policy.

9. What specialist services and expertise are available at or accessed by the school?

The SENCo is trained in administering various diagnostic tests. The SENCo will access support from outside agencies such as Educational

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Psychologist, Speech and Language therapists, SENAS (Trafford's SEN Advisory Service) and others. One HLTA (Higher Level Teaching Assistant) is qualified to support children with SPLD (Specific Learning Difficulties) All staff receive regular in service training on various aspects of education and SEN.

10. What training have the staff supporting children/young people with SEND had?

The SENCo receives regular training and updates from the local authority, whole school in service training has been delivered on subjects as 'Dyslexia Friendly Schools', Attachment Difficulties, phonics, guided reading, Autistic Spectrum Condition and many others. Individual teachers and TAs receive training on specific areas associated with their roles e.g Dyslexia qualifications, Language and Communication Difficulties (Sign Along), 'Numicon' (for maths) and many others. Training is always a key part of teachers' individual performance management targets and the whole school development plan.

11. How accessible is the school environment?

As our ethos is to be fully inclusive for all children attending our school, we believe it is important to treat disabled children in the same way as every other child. Education and generating understanding surrounding needs and difference is important for young people and such learning is offered through PSHE lessons across the school.

We meet the requirements of the Disability Discrimination act (DDA) 1995. We meet the requirements of the Equalities Act (2010) through the Singles Equalities Scheme. We have disabled parking in an extended staff car park, wheelchair access at all entrances and two disabled toilets as well as a shower in the EYFS unit. There is a 'Loop' system in the hall for those using hearing aids

12. How are parents and young people themselves involved in the school?

The school operates an open door policy and parents are welcome to come into school at any time. Appointments can be made with the class teacher/head teacher when required and the school SENCO is able to meet with parents too, when needed. Workshops are held in the evenings to inform parents about curriculum content and methods. Parents encouraged and welcome to help during the school day, on visits and during extra-curricular activities. The school has a thriving PTA and there are many social and fund raising events to be involved in.

The children are all eligible to be members of the school council, eco-council or sports council. Older children take on responsibilities such as games squad leaders, nursery helpers, house captains and librarians. All children with SEN and EHC (Education and Health Care) plans are consulted and encouraged to have a voice with regards to their life in school and learning.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting

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families?

The school has good working relationships with a number of outside agencies including healthservice, the school nurse, CAMHS (Child and Adolescent Mental Health Services), social services including MARAT (Multi Agency Referral and Assessment Team) and others including educational psychologist, SALT (Speech and Language Therapists), SENAS (Special Educational Needs Assessment Service, Sensory Impairment Service as well as voluntary agencies such a McMillan Support.

14. Who can I contact for further information?

Please visit the school website on <http://www.thelifecloud.net/schools/thewillowsprimaryschool/> or contact:

- Mrs Kelly in the school office on 0161 980 7685
- Mrs Warren, the Head Teacher
- Miss Jones SENCo
- Your child's class teacher

Other services to support parents include: Parent Partnership Service. A list of these can be found through the Trafford Services directory website.

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Children joining the Willows Primary School will always be offered introductory visits and a chance to meet with their class teacher and peers. Children moving on to other schools are encouraged to organise visits and discussions with their new school. Records are shared in line with the data protection act.

Children transferring to secondary school complete transition units of learning in Year 6 and the school works closely with local high schools to share information and provide transitional support where necessary.

16. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: @traffordfis

Facebook: www.facebook.com/traffordfis

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