

THE WILLOWS PRIMARY SCHOOL

Special Educational Needs and Disability SEN Information Report 2024 – 2025



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 address the needs of all our pupils to provide a caring, stimulating and inclusive environment. Children with SEND (Special Educational Needs and Disabilities) have learning difficulties or disabilities that make it harder for them to learn compared to children of the same age.

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 support children with a range of Special Education Needs including, Autism Spectrum Disorder, ADHD, Dyslexia, Social Emotional Mental Health difficulties and many more.

A child has learning difficulties if he or she

- Has a significantly greater difficulty in learning than the majority of children of the same age and is working at least two years below age related expectations.
- Has a disability which prevents or hinders a child from making use of educational facilities
- Has involvement with a range of outside agencies to help support their learning needs.

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?

All children at the Willows primary school receive Quality First Teaching (QFT). QFT is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. QFT ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including those with SEN. QFT includes differentiated learning and strategies to support SEN pupils' learning in class and ongoing assessments. A range of teaching and learning styles are used and appropriate learning objectives set for all children within a curriculum matched to meet their needs. Class teachers assess all children's progress and attainment to identify their strengths, needs and learning styles. The progress of every child is monitored closely to help inform any decisions around Special Educational Needs. All children at the Willows are assessed on a termly basis. Needs are identified 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 SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Our school will use appropriate 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 Literacy and Numeracy.
- Standardised screening or assessment tools
- Screening Assessments
- 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.
- Data analysis with the Senior Leadership Team.

What should I do if I think my child/young person may have special educational needs?

1. Have a discussion with your child's class teacher, this can be done on the phone or in person

(Parents evenings are in the Autumn and Spring term or you can arrange this outside of parents evening by sending an email to the office)

2. Your child's class teacher will then raise the concern if necessary with the SENDCo clearly stating:
 - What the concern is
 - Why the teacher/parent is concerned (attainment, SEMH, Communication and Language etc)
3. The SENDCo will then gather information about the Child through:
 - A phone call with parents
 - An observation of the child if necessary
 - Anyalsis of attainment throughout the year
4. Once this information is collected, the SENDO/Class Teacher will set a target on Provison Map. The target will directly link to the concern that was initially raised.
5. After 6 weeks, a review of the target will take place. As part of the review process, the SENDCo will decide if the child has additional needs, needs extra provision in school or can be supported through Quality First Teaching in class. Parents will be updated with the outcome.

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 which will review targets set by teachers and set new ones with parental input.
- Interim Reports (Spring term)
- End of year report (July)

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

All children are taught using QFT strategies. The curriculum will be adapted, when required, as will the learning environment. Ability groupings are used where appropriate 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.

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

The SENDCo will oversee all programmes offered to children with SEND. The SENDCo 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 SEND, individually

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or in small groups. The SENDCo 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 SENDCo.

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 SENDCo 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, discussions and observations are used to identify the areas of need and then SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) targets are set by the class teacher. The type and amount of support required will be judged on an individual basis depending on the level of need. The need and impact of support is reviewed on a termly basis by the class teacher, parents / carers and the SENDCo.

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?

At Willows, we recognise that good mental health is as important as good physical health. Our pupils are taught self-care techniques, including recognising and managing emotions, exercise, relaxation and how to build relationships through a rich and varied curriculum. We teach our children how they can help others with their mental health in age-appropriate ways.

Mrs Hirst is our Mental Health Lead and ELSA (Emotional Literacy Support Assistant) she works in the Nest. The Nest is a room specifically equipped to provide a space where we can support the social, emotional and mental health needs of our children.

The children can talk confidentially and be supported to explore and understand their feelings and emotions. Here, we can help begin to equip our children with the skills to manage their emotions and mental health throughout their life. In The Nest, we can provide the time and space for pupils to think about their personal circumstances and how they manage them. Our work in the room is constantly evolving to meet the needs of our children.

One of the ways children can express themselves emotionally is through play and we are so very grateful for the wonderful contributions our families have made to fund and equip this. We can now run Lego therapy sessions and groups for anxiety, self-esteem, anger management, regulating emotions, promoting positive friendships, 1:1 Talking and Drawing and much more.

All staff at the Willows Primary School are trained up to Level 1 in Safeguarding procedures. The Child Protection Officer (the Head teacher, Mrs. Ross) is qualified to Level 3. All children will have a key worker (normally their class teacher) teachers will provide pastoral, behavioural,

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emotional and social support where necessary.

The Willows Primary School also has members of staff responsible for managing medicines (Office Staff). Action plans have been produced for medicines such as inhalers and epi-pens to ensure they are used safely around school. 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 SENDCo has completed the National Award for SEN Training (NASENCO). They have access to support from outside agencies such as Educational Psychologist, Speech and Language therapists, SENAS (Trafford's SEN Advisory Service) and others. Mrs Hirst is our Mental Health Lead and ELSA. 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. 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 the staff car park, wheelchair access at all entrances and three disabled toilets.

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

Parents are able to meet with teachers for parent's evenings and SEN meetings termly. If you would like an additional meeting you can make arrangements to speak with your child's class teacher. The SENDCo is also able to meet with parents where necessary.

The children are all eligible to be members of the school council, eco-council, sports council and well-being ambassadors. Older children take on responsibilities such as games squad leaders, nursery helpers, house captains and librarians. All children with SEN and EHCPs (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 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, Educational psychologist, SALT (Speech and Language Therapists), SENAS (Special Educational Needs Assessment Service), Sensory Impairment Service as well as voluntary agencies such as McMillan Support.

14. Who can I contact for further information?

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

- Your child's class teacher
- Miss Jones SENCo
- Mrs Kelly in the school office on 0161 980 7685
- Mrs R. Ross, the Head 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/trafford

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