


## SEND Information Report Willowbrook Primary School

### November 2018

	<h3>What we do at Willowbrook School</h3>
<p><b>What kind of Special Educational provision is made at Willowbrook School?</b></p> 	<p>The school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014:</p> <ul style="list-style-type: none"><li>• <b>Cognition and learning.</b> This covers learning difficulties both moderate (MLD) and severe (SLD) where support is likely to be needed across all areas of the curriculum. It also covers difficulties which affect one or more specific aspects of learning (SpLD) This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</li><li>• <b>Communication and Interaction.</b> Children with Autistic Spectrum Disorder (ASD) including Asperger's and ADHD or speech difficulties.</li><li>• <b>Social, emotional and mental health difficulties.</b> At times children may suffer from anxiety, overwhelming feelings of anger or fear which affect their ability to learn.</li><li>• <b>Sensory and/or physical needs.</b> This covers Hearing Impairment (HI) Visual Impairment (VI) Multi-Sensory Impairment (MSI) and Physical difficulties (PD)</li></ul>

## How do we identify pupils with SEND?

Information about the school's policies for identification and assessment of pupils with SEND can be found by clicking on the link below:

<http://www.willowbrook.ddevon.sch.uk/special-educational-needs-sen>



Pupils are identified as having SEN and their needs assessed through:

- Child performing below age related expected levels and performance thresholds – this could be in any of the core subjects, or in social emotional development.
- Assessments of children on entry to school e.g. Speech and Language assessments, Baseline assessments
- Ongoing tracking attainment of children through the year
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour needs or self-esteem affecting academic performance
- Clear systems to raise concerns in place, involving consultation with parents.
- Consultations between class teachers and members of the leadership team where progress is discussed
- If children have English as an Additional Language (EAL) and there are SEND or progress concerns, the school will commission first language assessments to ensure an accurate assessment of need is made.
- Extensive Liaison with external agencies e.g. Behaviour Support, Communication and Interaction Team
- Regular fortnightly visits by our own Educational Psychologist
- Health diagnosis through Pediatrician or advice from GP
- Liaison with previous school or setting, if applicable

**How does the school approach teaching pupils with SEND?**



Provision for SEND pupils includes:

- Quality first teaching, with appropriate adjustments made for all all pupils
- Extra adult support in classrooms where appropriate
- Inclusive approaches are used across the school to enable all children to reach their full potential
- Personalised provision through time-effective and outcome driven programmes
- Personalised provision through adapted resources and interventions
- The SENDCo makes regular classroom visits to check pupils with SEND are making progress in their learning

**How do we evaluate the effectiveness of provision for pupils with SEND?**



- Impact tracking is completed at least termly and adaptations to provision made in light of these findings.
- Progress of SEND is reported annually to the Governing Body and our SEND information Report, posted on the Web site, is updated at least annually and when any significant changes are made to our provision.

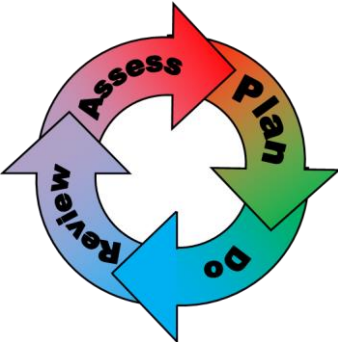
**What arrangements are in place to assess and review pupils' progress**

These arrangements include:

- Graduated approach with cycles of **Assess- Plan -Do - Review**

towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review?

- Data tracking for pupil progress
- Education Support Map and EHCP reviews
- Observations and follow up parent meetings



How is the curriculum and the learning environment adapted for pupils with SEND?



- The curriculum/learning environment may be adapted by:
- Groupings that target specific levels of progress;
  - Differentiated resources and teaching styles
  - Appropriate choices of texts and topics to suit the learner
  - Access arrangements for tests and or examinations
  - An extensive range of additional resources and grouping as outlined in our provision map, this includes extra adult support.

What support is available for improving the social emotional and mental health of pupils with special educational needs?

- All pupils are encouraged to think and reflect on how they are feeling and are encouraged to communicate those feelings. They are supported in this by:
- High quality PSHE lessons
  - A class worry box



- A Social, emotional and mental health support team providing programmes such as Emotional Literacy Support groups, self-esteem building and anger management
- Specialist support for individual pupils, ELSA
- A mentoring system
- School Council
- Pupil Voice

**Who should I contact if I am worried or if I would like to talk to someone about SEND?**





**Mrs N Ellor** is the Special Educational needs and Disabilities Co-ordinator.

She can be contacted by email via the school office: [admin@willowbrook.devon.sch.uk](mailto:admin@willowbrook.devon.sch.uk) or by telephoning the school school directly: 01392 466208

The Governor with responsibility for SEND is: **Edward Mitchell**

**What training and expertise do staff have in relation to children and young people with SEND, including how specialist expertise is secured?**

- An audit of staff experience in SEND is undertaken annually.
- Our Co-ordinator for SEND holds the National Award for Special Educational Needs (NASENCO) qualification.
- The SENDCo regularly provides input at SEND specific staff meetings.
- Specific staff have undertaken individual training regarding speech therapy, Autistic Spectrum Disorder, Clicker 7, paired reading and training for specific medical needs i.e. Diabetes and anaphylaxis.
- When required, specialist expertise from external services such as Communication and Interaction (CIT), Speech and Language Therapy (SALT), Child and Adult Mental Health Services (CAMHS), Educational

	<p>Psychologist (EP) and other services are employed as appropriate.</p> <ul style="list-style-type: none"> <li>• Our Educational Psychologist meets with staff and provides advice regarding the best approach to support individual children on a weekly basis.</li> <li>• We run a monthly SENDCo surgery where staff are provided with the opportunity to discuss any concerns or observations of individual children. They are given immediate support and advice which is followed up by further professional discussions and monitoring as appropriate</li> </ul>
<p><b>How will equipment and facilities to support children and young people with special educational needs be secured?</b></p> 	<p>Where assessment has shown the need for a particular piece of equipment the school does not already have available this can be secured for the individual child through direct negotiation with:</p> <ul style="list-style-type: none"> <li>• Other schools</li> <li>• Support services</li> <li>• Charities</li> <li>• Volunteers</li> </ul>
<p><b>What arrangements are made for involving and consulting parents of children with special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• Contacting our Special Educational Needs Co-ordinator via the school office by Telephone: 01392 466208 or email: <a href="mailto:admin@willowbrook.devon.sch.uk">admin@willowbrook.devon.sch.uk</a></li> <li>• Regular Team Around a family (TAF) meetings where the relevant professionals working with your child can discuss progress and the next steps</li> <li>• Termly Parent Evenings with SENDCo present as required</li> </ul>



- Early Help Parent Partnership – Devon SEND offer <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

**What arrangements are made for consulting young people with special educational needs and involving them in their education?**



We greatly value the active participation of young people in their education. This is facilitated by:

- Active involvement in planning and evaluating targets set in individual support plans, at least termly.
- Young people have an active involvement and their views are an important part of the Annual Review process
- Where appropriate, personal interviews are conducted

In school pupil voice is also facilitated by:

- School council
- Other student leaders
- Family Group Captains

**How does the school ensure the continuity of support when children progress to the next phase of their education?**

We have close links with colleagues at local pre-school and secondary schools in the area. A smooth transition between phases of education is ensured by:

- Early communication with partners including attendance at TAF meetings
- SENDCos of local Secondary schools invited to attend meetings involving young people expected to transition to their school

	<ul style="list-style-type: none"><li>• Where identified as appropriate, pupils may be accompanied by school staff to help adjust to a new school ('Enhanced transition')</li></ul>
<b>What arrangements are in place relating to the treatment of complaints about SEND provision?</b>	<p>Our complaints procedure should be followed:</p> <p><a href="http://www.willowbrook.devon.sch.uk/files/willowbrook/complaints%20procedure_website.pdf">http://www.willowbrook.devon.sch.uk/files/willowbrook/complaints%20procedure_website.pdf</a></p>