


SEND Information Report Willowbrook Primary School April 2021

	What we do at Willowbrook School
<p data-bbox="125 523 499 663">What kind of Special Educational provision is made at Willowbrook School?</p> 	<p data-bbox="539 534 2136 568">The school provides support for pupils across the 4 areas of need as set out in the SEND Code of Practice 2014:</p> <ul data-bbox="589 611 2136 1126" style="list-style-type: none"><li data-bbox="589 611 2136 762">• Cognition and learning: 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) such as dyslexia, dyscalculia and dyspraxia.<li data-bbox="589 786 2136 887">• Communication and Interaction. This covers children with Autistic Spectrum Disorder (ASD) including Asperger's, ADHD and Speech/ Language difficulties.<li data-bbox="589 911 2136 1011">• Social, emotional and mental health difficulties. This covers children who may suffer from anxiety, overwhelming feelings of anger, fear or sadness, which can affect their ability to learn.<li data-bbox="589 1035 2136 1126">• Sensory and/or physical needs. This covers Hearing Impairment (HI) Visual Impairment (VI) Multi-Sensory Impairment (MSI) and Physical difficulties (PD)

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.demon.sch.uk/special-educational-needs-sen>




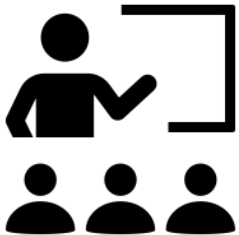
Pupils are identified as having SEN and their needs assessed through:

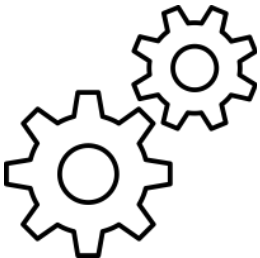
- Concerns raised by teacher as part of regular classroom assessments and feedback
 - Concerns raised by parent/ carer
 - Analysing data and identifying those performing below age related expected levels and/ or those who are not making expected progress
 - Consultations in pupil progress meeting with teachers and members of the leadership team
 - Extensive liaison with external agencies e.g. Behaviour Support, Communication and Interaction Team
 - Regular observations and assessments by our own Educational Psychologist
 - Health diagnosis through Paediatrician or advice from GP
 - Liaison with previous school or setting
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- If children have English as an Additional Language (EAL) and there are SEND concerns, the school will administer first language assessments to ensure an accurate assessment of need is made

<p>How does the school approach teaching pupils with SEND?</p>	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none">• Quality first teaching, with reasonable adjustments made for all pupils• Additional adult support in classrooms where appropriate• Inclusive approaches are used across the school to enable all pupils to reach their full potential• Targeted provision through time-effective and outcome driven programmes/interventions• Specialist provision and advice from outside agencies• Well-resourced classrooms• Specific equipment and aids available <p>This is all evidenced on year provision maps.</p>
<p>How do we evaluate the effectiveness of provision for pupils with SEND?</p> 	<ul style="list-style-type: none">• Termly SENDCo/teacher meetings to discuss all pupils on the SEND register• Attainment and progress is evaluated at least termly and adaptations to provision made in light of these findings• Progress of SEND is reported annually to the Governing Body• Results from annual questionnaire to parents• Frequent intervention review as part of teaching assistant training• The SENDCo makes regular classroom visits to check pupils with SEND are making progress in their learning• Consultations in pupil progress meeting with teachers and members of the leadership team

<p>What arrangements are in place to assess and review pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review?</p>	<p>These arrangements include:</p> <ul style="list-style-type: none">• Graduated approach with cycles of Assess- Plan -Do - Review• Data tracking for pupil progress• Provision maps show all targeted and specialist provision• Extra Support Maps with additional support sent home termly• Observations and follow up SEN reviews with parents• Termly SENDCo/teacher meetings• Parents evenings• EHCP annual reviews 
<p>How is the curriculum and the learning environment adapted for pupils with SEND?</p>	<p>The curriculum/learning environment may be adapted by:</p> <ul style="list-style-type: none">• Flexible groupings• Scaffolds such as writing frames and regular feedback• Clear and concise explanations and visual support• Information presented in small steps with practice at each stage• Effective teacher modelling – worked examples completed with the children• Access arrangements for tests and/ or examinations• A range of additional intervention as outlined in our provision maps• Vocabulary mats based on each curriculum overviews• Regular opportunities for revisiting prior learning• Questioning and regular checks for children's understanding• Use of IT e.g. chrome books

<p>What support is available for improving the social emotional and mental health of pupils with special educational needs?</p> 	<p>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:</p> <ul style="list-style-type: none">• Positive relationships which ensures everyone feels valued, respected and listened to• High quality PSHE lessons• High quality assemblies• Individual self-regulation charts – 5 point scales written by the pupils• Targeted interventions such as Lego therapy, Think Good, Feel Good, mentoring, small group social groups• Lunchtime support <p>Learning Hub provision includes:</p> <ul style="list-style-type: none">• Timetabled access away from mainstream class, access to more personalised often 1:1/ small group learning, individual workstation, personalised timetable, quiet learning environment, additional adult support, additional support for SEMH needs
<p>Who should I contact if I am worried or if I would like to talk to someone about SEND?</p>	<p>Mrs N Ellor is the Special Educational Needs and Disabilities Co-ordinator.</p> <p>Please contact via the school office: admin@willowbrook.devon.sch.uk or send@willowbrook.devon.sch.uk or call 01392 466208</p> <p>The Governor with responsibility for SEND is Carl Robinson</p>
<p>What training and expertise do staff have in relation to children and young people with SEND, including how specialist</p>	<ul style="list-style-type: none">• Termly SENCO/ Teacher meetings are held where we discuss needs and individual supported needed• 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

<p>expertise is secured?</p> 	<ul style="list-style-type: none">• Termly SEND Newsletter for teachers• Fortnightly teaching assistant training• Specific staff undertaking individual training regarding speech therapy, Autistic Spectrum Disorder, 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 Psychologist (EP) and other services are employed as appropriate.• On a fortnightly basis, our Educational Psychologist meets with staff and provides advice regarding the best approach to support individual children
<p>What arrangements are made for involving and consulting parents of children with special educational needs?</p>	<ul style="list-style-type: none">• Contacting our Special Educational Needs Co-ordinator via the school office by Telephone: 01392 466208 or email: admin@willowbrook.devon.sch.uk or send@willowbrook.devon.sch.uk• Regular Team Around a family (TAF) meetings/ SEN reviews where the relevant professionals working with your child can discuss progress and the next steps• SENCO available to talk to in person at the beginning and end of the day during gate duties• Extra Support Maps sent out each term• Annual questionnaire• Termly Parent Evenings with SENCo present as required• Early Help Parent Partnership – Devon SEND offer https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer

<p>What arrangements are made for consulting young people with special educational needs and involving them in their education?</p>	<p>We greatly value the active participation of young people in their education. This is facilitated by:</p> <ul style="list-style-type: none">• Active involvement in planning and evaluating targets set in extra support maps each term• Young people have an active involvement and their views are an important part of the Annual Review process• Regular interviews with pupils based on different curriculum areas• 5 point scales written by the pupils themselves <p>In school pupil voice is also facilitated by:</p> <ul style="list-style-type: none">• School council• Other student leaders• Family Group Captains
<p>How does the school ensure the continuity of support when children progress to the next phase of their education?</p> 	<p>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:</p> <ul style="list-style-type: none">• Early communication with partners including attendance at TAF/ SEN review meetings• All SEND information shared with school prior to transition• Where identified as appropriate, pupils may be accompanied by school staff to help adjust to a new school• Enhanced transition can include: additional visits to school, map of the school/ photos of key adults provided to children prior to attending, face to face meeting with adult to start building relationships prior to transition
<p>What arrangements are in place relating to the</p>	<p>Our complaints procedure should be followed:</p>

Approved by Willowbrook Learning Committee on 28th April 2021

**treatment of complaints
about SEND provision?**

http://www.willowbrook.devon.sch.uk/files/willowbrook/complaints%20procedure_website.pdf