


# SEND Information Report Willowbrook Primary School

## April 2023

<p><b>What kind of Special Educational provision is made at Willowbrook School?</b></p> 	<p><b>What we do at Willowbrook School</b></p> <p>The school provides support for pupils across the 4 areas of need as set 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) such as dyslexia, dyscalculia and dyspraxia.</li><li>• <b>Communication and Interaction.</b> This covers children with Autistic Spectrum Disorder (ASD) including Asperger's, ADHD and Speech/ Language difficulties.</li><li>• <b>Social, emotional and mental health difficulties.</b> This covers children who may suffer from anxiety, overwhelming feelings of anger, fear or sadness, which can 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>
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## 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:

- 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
- Liaison with previous school or setting
  
- 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



At Willowbrook, a child is added to the SEND register if after two terms of good quality universal and targeted provision they are not making expected progress.

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

We provide a graduated response to meet pupils' need.

Universal provision:

*All schools, every classroom, every teacher and all children.*

- High quality teaching with ambitious targets and high expectations for **all** pupils.
- Reasonable adjustments made for all pupils.
- Well-resourced classrooms.
- Additional adult support in classrooms where appropriate.
- Inclusive approaches are used to enable all pupils to reach their full potential.

This is the first step in responding to pupils who have, or may have SEN.

**Funding and expertise is in all schools for this provision.**

Targeted provision:

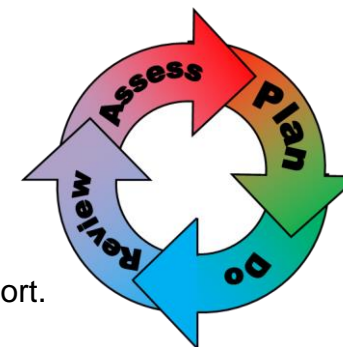
*All schools, every classroom, every teacher, and **some** children.*

Universal provision and ...



- School based plan that identifies needs, sets outcomes and specifies support.
- Time-effective and outcome driven programmes/interventions.
- Professional advice may be required for some pupils.
- Less is more approach to additional provision.
- Support is '**additional to and different from**' the universal provision.

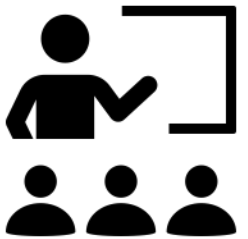
**Funding and expertise is in all schools for most of these children.**

Specialist provision:

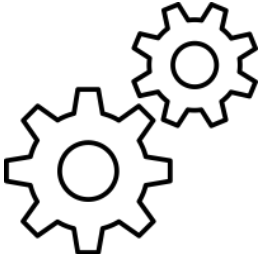


	<p><i>All schools, some classrooms, every teacher and <b>very few</b> children.</i></p> <p>Universal provision and targeted provision and...</p> <ul style="list-style-type: none"> <li>• More specialist intervention and advice e.g. outside agencies</li> <li>• Specific equipment and aids available</li> <li>• Pupils may have long term complex needs and /or disabilities</li> <li>• The pupil may be supported through an EHCP</li> </ul> <p><b>This provision may need additional local authority funding</b></p> <p>This graduated response is evidenced on termly provision maps.</p>
<p><b>How is the curriculum and the learning environment adapted for pupils with SEND?</b></p>	<p>The curriculum/learning environment may be adapted by:</p> <ul style="list-style-type: none"> <li>• Flexible groupings not based on pre-set abilities</li> <li>• Scaffolds such as writing frames and regular class feedback</li> <li>• Clear and concise explanations and visual support</li> <li>• Information presented in small steps with practice at each stage</li> <li>• Effective teacher modelling – worked examples completed with the children</li> <li>• Access arrangements for tests and/ or examinations</li> <li>• A range of additional interventions as outlined in our provision maps</li> <li>• Pre-teaching lesson content prior to the lesson</li> <li>• Vocabulary mats based on each curriculum overviews</li> <li>• Regular opportunities for revisiting prior learning</li> <li>• Questioning and regular checks for children’s understanding</li> <li>• Use of IT e.g. chrome books</li> </ul>

	<p><b>See top section of provision maps for more ideas of effective universal provision.</b></p>
<p><b>How do we evaluate the effectiveness of provision for pupils with SEND?</b></p> 	<ul style="list-style-type: none"> <li>• Termly SENDCo/teacher meetings to discuss all pupils on the SEND register</li> <li>• Attainment and progress is evaluated termly and adaptations to provision made in light of these findings</li> <li>• Results from annual questionnaire to parents</li> <li>• Pupil surveys</li> <li>• Frequent intervention reviews as part of teaching assistant training</li> <li>• Regular classroom visits to check all pupils are making progress in their learning</li> </ul>
<p><b>What support is available for improving the social emotional and mental health of pupils with special educational needs?</b></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"> <li>• Positive relationships which ensures everyone feels valued, respected and listened to</li> <li>• High quality PSHE lessons</li> <li>• High quality assemblies</li> <li>• Individual self-regulation charts – 5 point scales written by the pupils</li> <li>• Targeted interventions such as Lego therapy, Think Good, Feel Good, mentoring, small group social groups</li> <li>• Lunchtime support</li> </ul> <p>Learning Hub provision includes:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

<p><b>Who should I contact if I am worried or if I would like to talk to someone about SEND?</b></p>	<p><b>Miss C Bennett</b> is the Special Educational Needs and Disabilities Co-ordinator.</p> <p>Please contact via the school office: <a href="mailto:admin@willowbrook.devon.sch.uk">admin@willowbrook.devon.sch.uk</a> or <a href="mailto:send@willowbrook.devon.sch.uk">send@willowbrook.devon.sch.uk</a> or call 01392 466208</p> <p>The Governor with responsibility for SEND is Maria Alford.</p>
<p><b>What training and expertise do staff have in relation to children and young people with SEND, including how specialist expertise is secured?</b></p> 	<ul style="list-style-type: none"><li>• Termly SENCO/ Teacher meetings are held where we discuss needs and individual supported needed</li><li>• Our Co-ordinator for SEND holds the National Award for Special Educational Needs (NASENCO) qualification</li><li>• The SENDCo regularly provides input at SEND specific staff meetings</li><li>• Regular SEND Newsletter for teachers</li><li>• Weekly teaching assistant training</li><li>• Specific staff undertaking individual training regarding speech therapy, Autistic Spectrum Disorder, paired reading and training for specific medical needs i.e. Diabetes and anaphylaxis.</li><li>• 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.</li><li>• On a fortnightly basis, our Educational Psychologist meets with staff and provides advice regarding the best approach to support individual pupils</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> or <a href="mailto:send@willowbrook.devon.sch.uk">send@willowbrook.devon.sch.uk</a></li> <li>• Parents are informed when concerns have been raised regarding their child's progress</li> <li>• Letters are sent out informing parents if their child has been put on the SEND register</li> <li>• Regular Team Around a family (TAF) meetings/ SEN reviews</li> <li>• SENCO available to talk to in person at the beginning and end of the day during gate duties</li> <li>• Extra Support Maps sent out each term</li> <li>• Annual questionnaire to parents</li> <li>• Termly Parent Evenings with SENCo present as required</li> <li>• EHCP annual reviews</li> <li>• Observations and follow up SEN reviews with parents</li> <li>• Early Help Parent Partnership – Devon SEND offer</li> </ul> <p><a href="https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer">https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer</a></p>
<p><b>What arrangements are made for consulting young people with special educational needs and involving them in their education?</b></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"> <li>• Active involvement in planning and evaluating targets set in extra support maps each term</li> <li>• Young people have an active involvement and their views are an important part of the Annual Review process</li> <li>• Regular pupil surveys based on different curriculum areas</li> <li>• 5 point scales written by the pupils themselves</li> </ul> <p>In school pupil voice is also facilitated by:</p>

	<ul style="list-style-type: none"><li>• School council</li><li>• Other student leaders</li><li>• Family Group Captains</li></ul>
<p><b>How does the school ensure the continuity of support when children progress to the next phase of their education?</b></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"><li>• Early communication with partners including attendance at TAF/ SEN review meetings</li><li>• All SEND information shared with school prior to transition</li><li>• Where identified as appropriate, pupils may be accompanied by school staff to help adjust to a new school</li><li>• 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</li></ul>
<p><b>What arrangements are in place relating to the treatment of complaints about SEND provision?</b></p>	<p>Our complaints procedure should be followed:</p> <p><a href="http://www.willowbrook.devon.sch.uk/files/willowbrook/complaints">http://www.willowbrook.devon.sch.uk/files/willowbrook/complaints</a></p>