

SEND Information Report Willowbrook Primary School

February 2020

	What we do at Willowbrook School
<p data-bbox="125 485 497 624">What kind of Special Educational provision is made at Willowbrook School?</p> 	<p data-bbox="539 496 2136 528">The school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014:</p> <ul data-bbox="584 568 2181 979" style="list-style-type: none"><li data-bbox="584 568 2181 715">• 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) This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.<li data-bbox="584 727 2181 804">• Communication and Interaction. Children with Autistic Spectrum Disorder (ASD) including Asperger's and ADHD or speech difficulties.<li data-bbox="584 817 2181 893">• Social, emotional and mental health difficulties. At times children may suffer from anxiety, overwhelming feelings of anger or fear which affect their ability to learn.<li data-bbox="584 906 2181 979">• 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:

- 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 visits by our own Educational Psychologist
- Health diagnosis through Paediatrician 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 pupils
- Extra adult support in classrooms where appropriate
- Inclusive approaches are used across the school to enable all children to reach their full potential
- Targeted provision through time-effective and outcome driven programmes/interventions
- Specialist provision and advice from outside agencies
- 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?

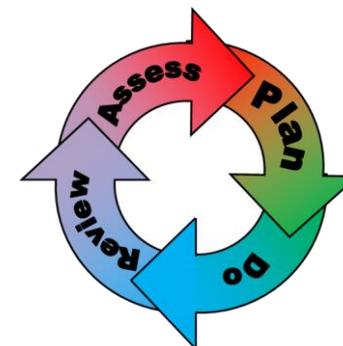


- Impact tracking is completed at least termly and adaptations to provision made in light of these findings.
- Progress of SEND is reported annually to the Governing Body and our SEND information Report, posted on the Web site, is updated at least annually and when any significant changes are made to our provision.
- Termly SENDCo/teacher meetings to discuss all pupils on SEND register
- Annual questionnaire to parents
- Frequent intervention review as part of TA training

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?

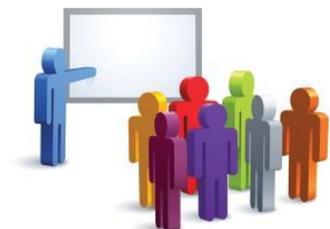
These arrangements include:

- Graduated approach with cycles of **Assess- Plan -Do - Review**
- Data tracking for pupil progress
- Termly Education Support Map
- Observations and follow up SEN reviews
- Termly SENDCo/teacher meeting
- 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"> • 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 • Vocabulary mats based on each curriculum overview
<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"> • Relationships with familiar adults • High quality PSHE lessons • Individual self-regulation chart • A class worry box • A mentoring system • School Council • Pupil Voice
<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 01392 466208</p> <p>The Governor with responsibility for SEND is Carl Robinson</p>

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.
- Weekly TA training
- 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 Psychologist (EP) and other services are employed as appropriate.
- Our Educational Psychologist meets with staff and provides advice regarding the best approach to support individual children on a weekly basis.
- 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

How will equipment and facilities to support children and young people with special educational needs be secured?

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:

- Other schools
- Support services
- Charities
- Volunteers

<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• Regular Team Around a family (TAF) meetings where the relevant professionals working with your child can discuss progress and the next steps• Termly Parent Evenings with SENCo present• Early Help Parent Partnership – Devon SEND offer https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer• Termly parent EP Surgery where parents meet our Educational Psychologist and discuss any concerns they might have in regards to their child’s development
<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 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 <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 meetings• SENDCos of local Secondary schools invited to attend meetings involving young people expected to transition to their school• Where identified as appropriate, pupils may be accompanied by school staff to help adjust to a new school ('Enhanced transition')
<p>What arrangements are in place relating to the treatment of complaints about SEND provision?</p>	<p>Our complaints procedure should be followed:</p> <p>http://www.willowbrook.devon.sch.uk/files/willowbrook/complaints%20procedure_website.pdf</p>