

Wateringbury CE Primary School SEND Information Report

Our Ethos:

At Wateringbury CE Primary School we welcome children with a range of needs and disabilities and take pride in providing an inclusive environment. Our classrooms satisfy the needs of all children through quality-first teaching and the use of informed methods so that all children succeed academically, socially, emotionally and spiritually.

We work closely with outside agencies and share good practice amongst staff to ensure everyday classroom practice is as inclusive as possible. We run a range of interventions and support groups which are closely monitored to ensure they have are making an impact on the child's learning and improving their level of progress.

If a parent has a concern about their child, staff are readily available to discuss their concerns and will work with them to support their child. Wateringbury CE Primary School believe that everyone plays a part in a child's development and we will work tirelessly alongside parents, children and other agencies to make sure we do everything we can to remove barriers to learning and enable every child to reach their full potential.

SENCO:

The SENCO is Mrs Rachel Bryant who has worked at Wateringbury CE Primary School since September 2015. She has recently completed the National Award for SEN Co-ordination and has worked with a range of pupils with SEND both in her role as classroom teacher, Phase Leader and leading Maths teacher. She frequently works with other SENCOs in the local area where ideas are shared on how best to support complex children.

The school also employs a large number of Teaching Assistants, each of whom have a specific specialism and are highly trained through Nexus Special School and other local organisations.

Mrs Bryant can be contacted at school on Tuesdays and Wednesdays or by email: rbryant@wateringbury.kent.sch.uk

The SEN Code of Practice:

In 2014 the Dfe launched the new SEN Code of Practice and have written a guide for parents <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers> (last updated May 2015).

As a school we attended training on the new Code Of Practice as well as holding some in house training and a parent evening, copies of this are available on the website. As a result of these changes we have updated our SEN Policy in line with Kent County Council guidelines and in collaboration with parents, governors and pupils.

Supporting children with SEND:

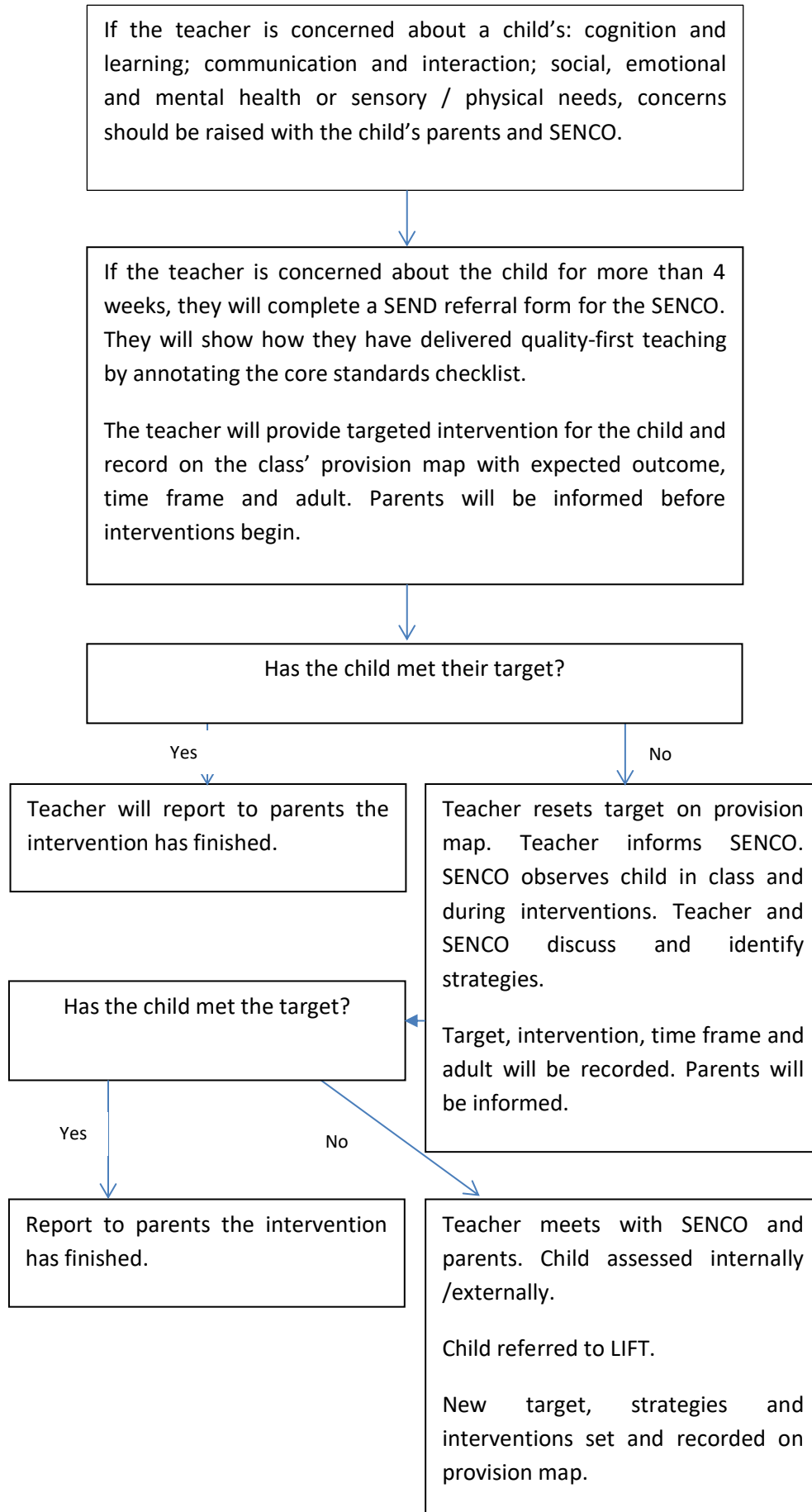
Are you concerned about your child's development?

A Special Educational Need is identified if a child:

- a) Has a significantly greater difficulty in learning than the majority of other the same age; or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

A child would be placed on the SEN register following consultation between parents, class teacher and the SENCO. The staff at Watringbury use the following flowchart to help them identify pupils with SEND:

Flow chart to support pupils with SEND: January 2018



Transition:

At Waterringbury CE Primary School we work closely with all feeder nurseries and pre-schools to ensure a smooth transition into primary school. Our Early Years team visit many of the pre-school and nursery settings and if there are concerns the SENCO will also visit Nurseries and preschools. Mrs Bryant is available for meetings with parents prior to your child starting school to aid a smooth and well planned transition. Our Early Years team also visit your child at home to learn more about them and their environment.

We have a highly skilled staff team at Waterringbury CE Primary School, who have knowledge and experience of supporting children with Autism, Dyslexia, Speech and Language Difficulties, Dyspraxia, Sensory Needs, Attachment Disorder as well as a range of fine and gross motor needs. Each of our Teaching Assistants specialises in a specific area for which they receive training and input from outside agencies where available.

Kent County Council have set out a list of core standards that must be met in a mainstream school, which outline the level of general classroom support for children with SEND. These can be found here: <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

Kent County Council also set out the provision available across the county for pupils with SEND, entitled the local offer <http://www.kent.gov.uk/education-and-children/special-educational-needs#>

Teachers at Waterringbury aim to provide quality-first teaching and will use a range of teaching strategies as well as differentiated work to ensure all children make progress regardless of their need. Occasionally this is insufficient, therefore personalised provision plans will be written for the child. The personalised provision plan is reviewed three times a year and the targets and outcomes are based on the parents, class teacher, teaching assistant and SENCO's input. The provision plan will outline the support available for each individual child.

We currently offer the following interventions in school:

Maths- Booster groups, RM Maths and Every Child Counts.

English- Booster groups, Floppy's Phonics, Read Write Inc. Spelling, reading and Lexia.

Speech and Language- Speechlink, Language Link, pre-teaching, communicate in print, Black Sheep and Box Clever.

Fine and Gross Motor: Clever Fingers, BEAM, Handwriting interventions
Social, emotional and mental health: Play therapy and Draw and Talk
Other: Moving Sit Cushions, Theraputty, Time out Space, social stories, visual aids, sensory circuits

If we continue to see a lack of progress despite a high level of support we can refer to outside agencies for more specialist support. These include speech therapists, occupational therapists, physiotherapists, specialist teachers, educational psychologists and paediatricians. All recommendations from outside agencies are then put in place by the school to help ensure children reach their full potential.

For children with severe and complex needs, who would otherwise be in a special school, we would sometimes apply for an Education and Health Care Plan (EHCP). For more information about this visit

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/how-to-apply-for-assessment>

If you think your child may be eligible for statutory assessment for an EHCP please look carefully at the eligibility criteria set out by KCC.

Rachel Bryant (SENCO)
January 2018