



Willaston CE Primary School Parents/Carers Information

SEND Statement Information Report

Introduction

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer -

The Children and Families Bill was enacted on 1st September 2014. From this date Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents/carers in understanding the range of services and provision in the local area.

To view the Cheshire West Offer website, please click here: -

<https://livewell.cheshirewestandchester.gov.uk/>



The School SEND

Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

1) How does Willaston CE Primary School know if children need extra help?

At Willaston CE Primary School we monitor all children's progress and attainment throughout every lesson. All of the lessons taught are differentiated to meet the needs of the children in the class and children are expected to make progress across all lessons. We are aware that all children have different starting points and therefore closely track children systematically, on a half-termly basis, using our whole school assessment system as they move through school. Progress is assessed using grids which carefully track individual children's progress towards the end of year expectations.

When a teacher or a parent/carer has raised concerns about their child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO. Half-termly, the Senior Leadership Team, led by Mrs Chambers Head Teacher, will analyse data and identify children who are not making as much progress as we feel they should. Additional support, such as specialist literacy tuition and English and Maths interventions, are then planned to target specific children. The Class Teacher will discuss your child's progress with you at parent's evenings in November and March or sooner if needs be, when you will be informed of your child's progress and any additional support being given.

If your child is identified as not making progress, the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time.

At Willaston CE Primary School we have an open-door policy and welcome and encourage liaison with parents/carers as partners with your child's learning.



2) What should I do if I think my child may have Special Educational Needs?

If you have any concerns about your child's progress, we will always recommend you speak to your child's class teacher initially, and at the earliest opportunity.

If you continue to be concerned that your child is not making progress, you should telephone the school office on 0151-338-2421 and arrange to speak to the Special Educational Needs/Disabilities Co-ordinator (SENCO) - Miss E Chapman.

The School SEND Governor - Mrs A Mitchell - can also be contacted for support by telephoning the school office.

3) How will Willaston CE Primary School support my child?

The SEND Code of Practice identifies 4 main areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical/and or sensory needs

At Willaston CE Primary, children are supported in all 4 areas of need and we strive to be an inclusive school. Staff regularly attend training and share their expertise when they return to school. Examples of training include 'My Happy Mind' emotional well-being training, Lego therapy, ELSA (Emotional Literacy Support Assistant) training and ELKLAN speech and language training.

A child who wishes to join our school who currently has an Education Health Care Plan will have their plan sent to the school and parents/carers are usually invited in to discuss their child's needs. We will work alongside parents to identify whether we are the most suitable setting for their child and will take advice from both external professionals and the local SEND team (based at Tarvin Education Centre, Tarvin). Children who enter school with an Education Health Care Plan or Statement of SEN will take part in a detailed transition including, if necessary, an Action for Inclusion meeting (particularly in the early years).



The Class Teacher plans lessons according to the specific needs of all groups of children in their class and will ensure that work is adapted to enable your child to access their learning as independently as possible.

Specific resources and strategies will be used to support your child individually and in groups if it is deemed that this is appropriate.

Children who have been identified as having additional needs are tracked and monitored by the Senior Leadership Team through our normal assessment procedures. The Governing Body receive a termly SEND overview and report from the SENCO which details progress, provision and also identifies the numbers of children with SEND in each year group. There is also a link SEND Governor who meets throughout the academic year with the SENCO during the school year to discuss and monitor the provision we provide is of high quality and consistent.

Occasionally, children are identified as needing additional support above and beyond that provided in the classroom. School will provide additional support from the budget. If children require further support school can apply for additional funding to support your child. Funding to support the needs of children and young people with SEND follows a national system. This is decided by a panel of professionals who meet monthly and includes multi agency representation from education and health services.

If it is decided that your child requires additional funding, school will liaise directly with parents/carers to discuss the best approach to ensure that your child continues to make the best possible progress. We will work together to reduce barriers to learning and achievement.

4) How will the curriculum be matched to my child's needs?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that work is adapted to enable your child to access their learning as independently as possible.

Our curriculum follows a thematic approach which means all lessons are usually linked to an overarching subject area topic. This allows learning to be differentiated easily and linked across lessons to provide further support and consolidation for children who



may find learning more difficult. Our Inclusion policy can be found on our school website.

5) How will both the school and myself as a parent/carer know how

my child is doing and how will you help me to support my child's learning?

Children at Willaston CE Primary School are tracked using our school's assessment and tracking system. This takes place at the end of each term with half termly pupil progress meetings also taking place. Children are continually assessed through each daily lesson. Progress is assessed using grids which carefully track individual children's progress towards the end of year expectations.

For children who have identified additional needs, the class teacher will meet with parents/carers as and when necessary to discuss their needs, support and progress and the SENCO can attend this meeting if required. This is usually to discuss progress towards targets that have been set using the Cheshire West and Chester Pupil Profile. Children who are in receipt of additional funding have both long- and short-term outcomes that are agreed at each annual review.

If children are not making expected progress, the SENCO will identify why, alongside the class teacher, and new targets will be adjusted. We may seek external agency support to offer further advice to support your child.

We offer an open-door policy. The class teacher is available regularly (Monday Drop In 3-15pm to 3-45pm, at other times by appointment) to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used

The SENCO is available by appointment made through the school office to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report where you will receive copies.



There are twice yearly Parent's Evenings and progress will be reported through your child's End of Year Report which is distributed in July of each year.

Homework will be adjusted as needed to your child's individual requirements.

A home-school communication book may be used to support communication with you when this has been agreed to be useful for you and your child

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

If your child has complex SEND, they may have an Education Health Care Plan (EHCP). This means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six-monthly review if changes to circumstances occur or concerns arise from school or parents.

Parents/carers and children are always invited to an Annual Review and will be asked for their input both before and during the review process. We will look over your child's long and short-term outcomes and discuss the progress that has been made. Then we will look at what aspirations you have for your child for both the forthcoming year, and in the longer term. Cheshire West and Chester Local Authority have also produced an 'Our Story' which is for parents to share the child's background and history and this is updated each year. Support from school is always available for parents in writing this 'Our Story' should they so wish.

We constantly strive to improve and support all children in achieving their full potential. Each child is viewed as an individual and our SEND provision is monitored closely by the SENCO, Senior Leadership Team and the Governing Body. We regularly evaluate all additional support that is in place, including interventions, and analyse data to identify what has been successful. Teachers and teaching assistants feedback regularly to the SENCO about children they have supported and whether their needs have been addressed.

Some children with SEND will have a 'Learning Journey' which highlights their achievements above and beyond the work in their curriculum books. A 'Learning



Journey' also demonstrates social and emotional progress. Children are encouraged to make their own reflections too.

6) What support will there be for my child's overall well being?

Willaston CE Primary is an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. We strive for children to feel safe and secure when in our care.

The class teacher has overall responsibility for the pastoral and social care of every child in their class and this should be the first point of contact if a parent/carer has a concern. Children who have teaching assistant support through additional funding will also work closely with them. If further support is required, the class teacher can liaise with the SENCO for further advice and support.

We recognise that some children have extra social and emotional needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, mental health issues, anxiousness and being uncommunicative.

All classes follow a Relationships Education curriculum to support this development. We use 'My Happy Mind' to support our whole school emotional wellbeing. This is an NHS endorsed mental wellbeing initiative. For those children who continue to find aspects of this difficult we offer a trained Learning Mentor to provide nurture provision. Our Learning Mentor works closely with many of our children and their families. Lunchtime and playtime support can be organised through planned activities and groups

If your child still needs extra support, with your permission the SENCO will access further support through the Team Around the Family (TAF) process.

All of our teaching assistants have a first aid qualification and are able to administer medication to children that has been prescribed by a doctor. This medication must be labelled clearly with the child's name and the date on which it was prescribed. If medication is to be given in school, a form must be completed in the school office. Medication that has been given to a child is recorded and kept securely in a locked medicine cabinet.



Children who have asthma keep their inhalers in their classroom. There is also a school inhaler for emergency use.

7) What specialist services, experience, training and support are available at or accessed by Willaston CE Primary School?

In the first instance the SENCO will support the class teacher in planning for children with SEND. The school has a School Development Plan which includes identified training needs for all staff to improve the teaching and learning of all children including those with SEND.

As a school we work very closely with a range of outside specialist agencies: -

Autism Team

Education Psychology Service

Engagement & Behaviour Consultant

Sensory Service for children with visual or hearing needs

Speech and Language Therapy

Occupational Therapy & Physiotherapy

CAMHs

School Nurse/Doctor

Local Authority SEND Advisory Consultant

Specialist Literacy Teacher

If your child needs referring to these agencies, the SENCO will liaise closely with them to refer and you will be given a copy of this referral. Your permission will always be sought before a referral is made and we will always explain why we are seeking advice from an outside agency.



Usually a report is then written, and the advice is followed in school using a programme of work to support your child which will be delivered by the class teacher and teaching assistant working together and monitored by the SENCO.

8) What training are the staff supporting children with Special Educational Needs had or are having?

We are part of a partnership of schools in Neston that are committed to providing a wide range of training for both teachers and teaching assistants to ensure our children have access to a range of high-quality support materials.

Through regular staff meetings, all staff ensure their own professional development is kept up to date and access training on SEND issues such as autism spectrum condition and administering medication to children.

Individual teachers will also access training specific to children in their class such as the use of Makaton as a means of communication.

Teaching assistants are trained to provide intervention support such as Wellington Square and Beat Dyslexia.

As a school we have outreach specialist literacy support. This support is provided weekly for individual children on a 1:1 basis.

9) How will my child be included in activities outside the classroom including school trips and residential visits?

All children at Willaston CE Primary School, including those with SEN and disabilities, are included in all elements of the school curriculum including Forest School and other activities, such as school trips and residential visits.

An individual risk assessment for children with additional needs is carried out prior to any off site activity to ensure everyone's health and safety is considered and this will be shared with parents/carers.



In the unlikely event that it is considered unsafe for a child to take part in an offsite activity then alternative activities which will cover the same curriculum areas will be provided in school.

We will always liaise with parents in the first instance about forthcoming trips and residential visits and will offer pre-visits for children who may be feeling anxious. All children from Year 2 upwards, have the opportunity to go on overnight residential visits for a differing amount of time.

10) How accessible is the school environment at Willaston CE Primary School?

Our school is built on one level and is fully compliant with DDA requirements. There is a disabled toilet in the main entrance hall.

There are double doors and ramps for wheelchair access

We liaise closely with health professionals and the occupational therapy service to identify additional support to aid children with additional needs.

We ensure wherever possible that equipment used is accessible to all children regardless of their needs

After school provision is accessible to all children, including those with SEND

Extra-curricular activities are accessible for children with SEND

11) How will Willaston CE Primary School prepare and support my child to join the school, transfer to a new school or for the next stage of education?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

Starting at Willaston CE Primary School Reception Class - We would always encourage children and families/carers to visit any school before applying for a place and even more so if your child has additional needs. If your child has been allocated a place in our reception class via the Local Authority and they may have a special educational



need and/or disability, please contact us as soon as you receive the offer. If your child has an Education Health Care Plan, then we will have offered a place prior to your child being offered it by Cheshire West and Chester. Before your child starts, an Action for Inclusion meeting will be held to ensure provision is put in place before their first day. Your child's teacher will make a home visit and also visit your child if they are attending another provision. We may suggest adaptations to the settling in period to help your child to settle more easily but these will be agreed with you at the Action for Inclusion meeting. If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.

Entering or Leaving Willaston CE Primary School during Reception to Year 6 - If your child joins from another school we will contact the previous school's SENCO and ask for detailed information about any special arrangements or support that need to be made for your child. We will make sure that all records are received as soon as possible, and a meeting will be arranged between parents/carers and the SENCO as soon as possible.

If your child is moving to another school, we will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible

When moving classes in school - Information will be passed on to the new class teacher in advance at a cohort meeting held at the end of the Summer Term. A planning meeting will take place with the new teacher and SENCO. Parents/carers may also be invited to this meeting as appropriate.

When moving to the next stage of education in Year 6 - Prior to the decision of which high school to attend, the SENCO will meet with parents/carers and members from Cheshire West and Chester SEN Team to discuss the best choice of high school based on your child's needs. The SENCO will liaise carefully with the high school your child is transferring to and usually arrange a meeting to discuss needs and strategies that are used. Your child may do additional work with the Learning Mentor to prepare them for high school. Where possible, your child will visit their new school on several occasions with an enhanced transition programme in place. In many cases staff from the new school will visit your child in our school.



Admission arrangements for pupils with disabilities - The arrangements for the admission of pupils with disabilities who do not have an EHCP are the same as those applied to pupils without disabilities. Parents of children who have an EHCP will be asked to select a school based on their own preference and we are then approached by the local SEN Team to identify whether we feel we can meet your child's needs. As detailed, you will usually be asked to come into school to discuss your child along with seeing the school environment.

The parents/carers of any pupil refused admission can appeal to the Admissions Appeal panel. Where discrimination has been alleged to have occurred, parents/carers have a right of redress through the Special Educational Needs and Disability Tribunal System.

12) How is the decision made about what type and how much support my child will receive? How are disabled pupils supported and treated fairly in school?

At Willaston CE Primary School, we aim to involve parents and carers in all decisions that are made regarding provision for their child. Through regular meetings, we will discuss our plans and thoughts, taking into account those of parents. Initially, the class teacher alongside the SENCO, will discuss the child's needs and what support would be appropriate.

Different children will require different levels of support in order to bridge the gap to achieve age related expectations.

Children with disabilities - Schools have a duty under the Equality Act 2010 to make reasonable adjustments in relation to children and young people with disabilities. This means that where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage. Our school building is wheelchair accessible in all areas and we have a disabled toilet in the main entrance hall. For more information please see our school accessibility plan.



Some of the ways in which we currently support pupils with disabilities -

Providing visual timetables; classroom sensory audits, Chill Tank nurture space, auxiliary aids such as a sloping desk etc under the guidance of Occupational Therapists, laptops, iPads, coloured overlays.

13) How can parents/carers get involved if they have a query?

Your first point of call in school, for any question is your child's class teacher. The class teacher is available regularly (Monday Drop In 3-15pm to 3-45pm, at other times by appointment) to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENCO is available by appointment made through the school office to meet with you to discuss your child's progress or any concerns/worries you may have.

We strongly believe in a partnership between home and school and welcome parents input and guidance on their child's progress both academically and generally. We welcome regular contact and also any other information you believe will help us in supporting your child.

All outside information we receive, such as from a speech therapist, will be discussed with parents/carers and a copy of the report will also be sent directly to your home address.

14) Who can I contact for further information?

If you are considering applying for a place at Willaston CE Primary School and your child has SEND, then contact our school office on 0151-328-2421 to make an appointment to speak to Miss E Chapman SENCO or Mrs J Chambers Head Teacher.

What do I do if I am unhappy with the provision for my child- We always ask that you talk to us in the first instance to discuss any concerns that you may have. However, if our parents/carers are unhappy with the provision for their children then they can refer to the Complaints Policy and procedure which can be found on our school website.



There are three levels of dispute resolution available to those with or seeking an Education Health Care Plan -

1) Disagreement Resolution Service (see West Cheshire Local Offer website for more details)

2) Mediation - Where parents/carers disagree with elements of the EHCP

3) First Tier Tribunals - Appeals about a Local Authority decision not to carry out an EHC assessment, not to issue or amend an EHC plan, dispute over the needs and provision in the plan or decision to cease an EHCP. Tribunals will not hear appeals about personal budgets.

The Governor at Willaston CE Primary School responsible for SEND is Mrs A Mitchell. She can be contacted through appointment at school

If you have any questions relating directly to your child's SEND, the SEN Team at Cheshire West and Chester can be contacted at

senteam@cheshirewestandchester.gov.uk or by telephoning 0151-357-6872