



Wells Primary School

SEND LOCAL OFFER

An overview of the school

Wells Primary school is a school of 350 pupils aged 3-11. We pride ourselves on setting high expectations for all, in everything we do. We strive for excellence, aiming only for the best in terms of conduct and academic achievement. At the same time, we are truly inclusive and have an excellent track record in ensuring high quality provision for pupils who are vulnerable or who have additional needs. Pastoral care is strong and lies at the heart of our ethos.

Identifying children's additional needs

How will the school know if my child needs additional help and how will the school share information with me?

Through continuous and rigorous observations, monitoring and training, class teachers are adept at recognising the difference between children who are under-achieving and those who have a special educational need. Pupils who are not making expected progress are targeted with interventions or individualised programmes, and parents/carers are kept informed.

When a child is recognised as having a Special Educational Need or Disability (SEND), a meeting between the class teacher, the SENDCo, and parents/carers is arranged to discuss concerns, with the child being included in part of the meeting to ensure their voice is heard. Following the meeting, actions are agreed and an IEP is written with SMART targets and provision outlined clearly for each target. At this point, the child will move onto the SEN Register at SEN Support. Each term, a progress meeting is arranged to monitor the child's progress and to set new targets if necessary. If it is felt that they no longer need the extra support, then they will be removed from the SEN register, but will continue to be monitored by the class teacher and SENDCo.

When a child is not making adequate progress, even with the extra provision put in place, then with parental consent, specialist support from outreach services is requested.

Parents/carers are always provided with the minutes from meetings, IEPs and any report provided by an outreach specialist.

Dedicated contacts at the school

Who should I contact if I have any questions or concerns about my child's SEND?

The SENDCo is Catherine Keel and can be contacted on 020 8708 0500, or via the school administration email: admin.wells@redbridge.gov.uk

Initially when parents/carers have a concern, they contact the class teacher or phase leader. All concerns are passed directly onto the SENDCo who will address the concern and contact the parent/carer to promote a 'team around the child' approach. Phone calls to the SENDCo are returned as soon as possible, and usually within the same working day. The SENDCo communicates with parents and carers predominantly via phone or email.

Involving pupils and parents/carers in planning support

How will the school involve me and my child in meeting SEND needs and in general school life?

- Termly planning and review meetings, where the impact of interventions and support for the child is discussed, and provision clearly explained
- Advice given to parents/carers on how to support learning at home
- Extra resources provided to support the learning at home
- Timetables and reward charts given to parents and carers to support their child at home
- Regular contact between home and school, e.g. home/ school book, email or text
- Individual pupil/ teacher conversations
- Individual SENDCo/parent conversations via phone or email
- Adult or peer mentors arranged for those children needing this support
- When necessary, meetings arranged with advisory staff from outreach teams and other professionals, such as the Educational Psychologist, with school and parents/carers to facilitate communication and a 'joined up' approach of support for each child
- Courses and parenting groups offered where necessary

Common Assessments Frameworks (CAFs) are implemented to support families through difficult circumstances. These have improved attendance, performance, behaviour, and have enabled families to have appropriate support from the Early Intervention Team.

Range of support available to my child

What different kinds of support are available to children with SEND?

- Curriculum adaptations and differentiation through questioning, visual support, concrete resources to support learning, and adapted resources, such as writing frames
- When appropriate, mixed ability grouping of pupils within the class setting

- Specialist teaching groups, such as small group Maths/English support
- Support for children with health needs from trained members of staff
- Social, Emotional and Mental Health (SEMH) support from ELSA and Place2Be trained teaching assistants
- Inclusive SEMH support through introduction of Zones of Regulation across the school, to help children to recognise and manage their emotions
- Inclusive SEMH support for all children through availability of 'Thoughts and Feelings' boxes in each class
- Rainbows Pastoral care for pupils who have suffered a bereavement
- Specific individual support through interventions, such as Precision Teaching and Colourful Semantics
- Support for language and communication needs through 1:1 and small group support
- Visual support, such as timetables and task boards, to assist independent learning within each class

Measuring children's progress

How will the school know how well my child is doing and how will they inform me about this?

- Formative marking and continuous assessment within lessons informs the daily planning for pupils with SEND.
- Data from assessments is tracked and interventions/extra support is put into place to support individuals.
- SENDCo attends termly pupil progress meetings with each phase group to assess each child's progress and discuss/set up provision to meet their needs.
- Recommendations from outreach specialists are integrated into daily planning and form part of a child's Individual Education Plan.
- Rigorous monitoring through book scrutinies, planning and lesson observations as well as pupil questionnaires and pupil interviews constantly track each pupil's progress throughout the year
- Regular progress review meetings, as well as Parent/Carer Consultations, provide opportunities to discuss each child's progress.
- Where necessary, increased opportunities to meet with parents/carers (weekly, fortnightly) to address issues concerning the child

Support and training for school staff

Have any staff received specialist training in SEND?

Members of staff are trained according to the needs of the children they are working with. The following courses have been attended by both teaching and support staff:

- Cochlear Implant Training by Redbridge Specialist Training and Support Service (SEATSS) Sensory team
- Attention Intervention training for Early Years Educator (EYE) by Early Years Advisory Support Service (EYASS)
- Numicon training by SEATSS ASD team for a teaching assistant
- Speech, Language and Communication Need (SLCN) training to all staff by the SENDCo
- Phonics Training to EYFS/KS1 teaching staff
- Health Services (Physiotherapy/OT/SALT) - ongoing training and support for TAs working with pupils with specific health needs
- Attachment training for all staff
- Team teach/positive handling training for staff
- ELSA training for two teaching assistants
- Place2Be training for two teaching assistants
- Zone of Regulation training by Educational Psychologist to all teaching staff

We also provide the opportunity for members of staff to observe their peers and class teachers who have been trained in using resources such as Colourful Semantics and Numicon.

Accessibility of the school

How is the school accessible to children with SEND?

- The layout of areas such as classrooms, hall, library dining hall, reception and playground allows access for all pupils
- Pupils who use wheelchairs can access two KS1 classes and most KS2 classes. The hall, canteen and Nursery, and classes R1, R2, C1 and C2 can be accessed by using ramps
- There is a toilet for pupils who are disabled which also has shower facilities and sufficient room to accommodate a changing bed and toileting chair
- Pathways around the school are safe and well signed. There are arrangements made for parent/carers with disabilities to assist with collection/drop off
- Steps are taken to reduce background noise for hearing-impaired pupils by considering a room's acoustics and noisy equipment.
- Where radio aids are provided for children with a hearing impairment, then they are worn by staff during all lessons and assemblies
- Staff are familiar with technology and practices to assist pupils, parents/carers with disabilities

- The school ensures that in lessons and parent/carer meetings, information is presented in a clear and accessible way
- Arrangements are made prior to parent/carer meeting to assist those with disabilities

Inclusion

How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?

- All pupils with SEND are encouraged to participate in extra-curricular activities
- All trips are risk-assessed and extra support is provided to ensure that SEND children, where possible, have the opportunity to attend all visits, including residential trips

Starting or changing schools (Transitions)

How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

- When transitioning to a new class or school, some children with EHCPs or at SEN Support have a visual booklet made and sent home. The booklet contains photos of key workers/teachers, classrooms and sometimes other areas of the school environment
- During the summer term, the pupil will have opportunities to spend time with their key worker during lessons and play/lunch times
- For pupils with EHC plans moving to secondary school, the transition process begins in Year 5, where the parents/carers, sometimes with the SENDCo, visit prospective schools.
- When a school has been selected, a timetable is put into place to ensure that the pupil has extra opportunities to visit and spend time in the new setting.
- Key workers are invited to visit the pupil in the current setting and meetings are set up as soon as possible, to ensure that the needs of the pupil are met in their next school.
- Key workers and SENDCos are always invited to transition reviews.
- For all SEND children, the 'Moving On and Moving Up' form is completed and the SENDCo meets with the Secondary school SENDCo to discuss transition and the needs of individual children
- The SEATSS team offer transition support for children moving to Secondary school, where parental permission is obtained. This takes place in the summer term of Year 6 and the autumn term of Year 7

Support and training for parents/carers

What support and training within the school is available to parents and carers?

- Parent/ learning support groups
- Meetings arranged with outreach support/health services and parents, to help support those children with additional needs

Further information for families and practitioners

Appointments can be made to visit the school.

Who to contact: Catherine Keel

(SENDCo)

Telephone: 020 8708 0500

Website: <http://www.wellsprimary.co.uk/>

Where to go:

Address: Wells Primary School
Barclay Oval
Woodford Green
IG8 0PP

Redbridge Local Offer:

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0>