



Wells Primary School

SEND Information Report

An overview of the school

Wells Primary School is a 1.5 form entry school with approximately 331 pupils. We have a flexible-hours Nursery for 26 pupils in each session. We have two Reception classes with a cohort of 45 pupils split between the two classes. Years 1 and 2, Years 3 and 4, and Years 5 and 6 are organised in three phases, each consisting of 3 classes of approximately 30 pupils. Classes are organised according to age with one mixed-year class per phase. The curriculum in Key Stages 1 and 2 is organised on a two-year cycle.

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?

When concerns are raised around a child having a Special Educational Need or Disability (SEND) which is creating a barrier to learning, then a meeting between the class teacher, the SEND Coordinator (SENDCo), and parents/carers is arranged to discuss concerns, with the child being included in part of the meeting to ensure they are central to the process. Support for each pupil follows the assess, plan, do and review (APDR) cycle. This is exemplified as the graduated approach in the SEN Code of Practice 2014.

i) Assess: Data on the pupil held by the school will be collated by the class teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.

ii) Plan: If review of the action taken indicates that support which is additional to and different from the majority of the other pupils is required, then the views of all involved, including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified by the class teacher, with advice from the SENDCo.

iii) Do: Interventions and support will be put into place in school. Parents and the pupil will be consulted on the actions they can take to support

attainment of the desired outcomes. This will be recorded and a date made to review attainment.

iv) Review: Progress towards these outcomes will be tracked. If progress has been made, then the pupil will continue to be monitored by the class teacher. If progress is limited, despite the delivery of high quality interventions then, with permission from parents, the pupil will move onto the SEND register. If further advice is needed regarding strategies to best meet the specific needs of the pupil, then this will be sought from external professionals. This will only be undertaken after parent permission has been obtained and may include referrals to:

1. Local Authority support services – including Educational Psychologists
2. Specialist advisory services, such as SEATSS (Special Education and Training Support Service)
3. Health services, such as the speech and language therapy service, occupational therapy, community paediatrician, physiotherapy, and the emotional wellbeing mental health service (EWMHS)
4. Social Care services, such as seeking early help through the common assessment framework (CAF)
5. Health partners, such as the school nurse.

Once a pupil moves onto the SEND register then a pupil-centred pupil passport is written. The pupil passport will include SMART (specific, measurable, achievable, realistic, time-bound) targets and provision for the child. Each term, a progress meeting is arranged to monitor the child's progress and, if necessary, to set new targets. If it is felt that the child no longer needs the extra support, then they will continue to be monitored by the class teacher and SENDCo, but will not move onto the SEND register.

For a very small percentage of pupils, whose needs are significant and complex, the SEND support required to meet their needs may not reasonably be provided from within the school's own resources. If this is the case, and with the permission of parents/carers, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Parents/carers are always provided with the minutes from meetings, pupil passports, and any report provided by an advisory teacher or specialist service.

Dedicated contacts at the school

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

The SENDCo is Giselle Christodoulou who 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.
- Home/school books set up for those pupils who need support with communication.
- Regular contact between home and school, e.g. home/school book, email or phone calls.
- Individual pupil/teacher conversations to inform support in class, and to be recorded on pupil passports.
- Regular contact between SENDCo and parent/carers via phone or email.
- Adult or peer mentors arranged for those children needing this support.
- When necessary, meetings are arranged with parents/carers, school, and advisory staff from external teams, 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.
- Advice will be 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.

Range of support available to my child

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

- Curriculum adaptations through appropriate levels of questioning, visual support, concrete resources to support learning, and adapted resources, such as writing frames, to ensure it is accessible for all pupils.
- Personalised learning for those pupils who need extra support to access the curriculum and to develop key skills.
- Reasonable adjustments made to ensure all pupils can access activities independently.
- When appropriate, mixed ability grouping of pupils within the class setting.
- Specialist teaching groups, such as small group maths support across the school.
- Read Write Inc. catch-up phonics programme for pupils in Key Stage 2, delivered by the academic mentor.
- Visual support, such as timetables and task boards, are available to assist independent learning within each class
- 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 whole class or personalised interventions, such as Zones of Regulation, to help children to recognise and manage their emotions.
- Inclusive SEMH support for all children through availability of 'Thoughts and Feelings' boxes and Calm Space within each classroom.
- Rainbows pastoral care for pupils who have suffered a bereavement.
- Sensory activities available and accessible within classrooms for those pupils who need this support.
- Specific individual support through interventions, such as Precision Teaching, Toe by Toe, and Nuffield Early Language Intervention (NELI).
- Support for language and communication needs through 1:1 and small group support, using interventions such as Lego Therapy and Colourful Semantics.

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.
- The 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.
- 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.
- Recommendations from advisory teachers are integrated into daily planning and form part of a child's pupil passport.
- Termly progress review meetings with the SENDCo, parents/carers and class teacher provide opportunities to discuss each child's progress and to set new targets.
- Targets relating to a pupil's SEND needs are included in pupil passports. Progress with these is reviewed at the termly pupil progress meetings.
- The SENDCo tracks the progress of SEND pupils in relation to their targets in a number of different ways; through observations of the pupil and discussions with them, through discussions with parents and class teachers, through pupil voice responses, and through careful monitoring of pupil passports to respond to those pupils not making expected progress against their targets.
- For pupils with an Education, Health Care Plan (EHCP), progress reviews are held termly, and an annual review at least once a year to track progress against EHCP outcomes. Pupils and parent/carers are central to these meetings. Advisory staff and other external professionals who work with the pupils are invited to attend the annual review. The EHCP coordinator from the local authority is also invited to the annual review, and attends where possible. In Year 6, the SENDCo from the receiving secondary school is invited to attend the review meeting in the Summer term.

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 teaching and support staff:

- Social Emotional and Mental Health (SEMH) project in conjunction with Specialist Education and Training Support Service (SEATSS) SEMH team to improve SEMH provision across the school. All staff attended training to develop use of positive language and emotion coaching techniques.
- Read, Write, Inc. (RWI) Phonics Training to all teaching staff, support staff delivering the programme, and the academic mentor.
- Members of EYFS and KS1 staff have been trained to deliver the Nuffield Early Language Intervention (NELI).
- Specialist Teaching Assistant (STA) from Early Years Advisory Support Service (EYASS) modelled attention intervention and use of visual support for pupils with language and communication needs to Nursery staff.
- Specialist Education and Training Support Service (SEATSS) staff support and advise staff working with pupils with complex needs.
- Health Services (Physiotherapy/OT/SALT) provide ongoing training, programmes and support for TAs and teachers working with pupils with specific health needs
- SALT assistant modelled delivery of interventions, such as Language for Thinking and Colourful Semantics, to support staff.
- TA trained to be a Physical Disability (PD) Ambassador, and to assess and support pupils with motor skill development.
- ELSA training and ongoing termly supervision sessions for one teaching assistant.
- Place2Be training for two teaching assistants.

We also provide opportunities for members of staff to observe their peers, class teachers, and SENDCo using resources such as Colourful Semantics, Numicon and Lego Therapy.

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 from the playground. The hall, canteen and Nursery, and Reception 1 and Reception 2 can be accessed by using ramps.
- There are two toilets for pupils who are disabled, one of 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.
- Radio aids which are provided to support children with a hearing impairment are worn by staff during all lessons, including PE, and also for 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 participate in extra-curricular activities, including off-site PE lessons, school trips, and the Year 6 residential trip.
- All trips are risk-assessed and extra support is provided to ensure that SEND children have the opportunity to attend all visits, off-site lessons, and residential trips.
- Reasonable adjustments are made to ensure that all pupils with SEND are fully included in all activities during the school day and to help minimise barriers to learning. This includes, but is not limited to, the use of auxiliary aids for pupils with disabilities, offering movement breaks to pupils who need support to focus, use of technology, and adapting lessons to ensure pupils with SEND are fully included.

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, most children with EHCPs or at SEN Support will 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, pupils with SEND will have opportunities to spend time with their new key worker during lessons and play/lunch times. They will also have extra visits to their new classroom and teacher.
- For pupils with EHC plans who are moving to secondary school, the transition process begins at the Year 5 annual review where parents give consideration to secondary school provision for their child.
- Parents of pupils with EHC plans are encouraged to visit a range of secondary settings, so that they can make an informed decision about the best provision for their child. The SENDCo may accompany them on some of these visits.
- When the receiving school is known, a timetable is put into place to ensure that the pupil has extra opportunities to visit and spend time in the new setting during the Summer term of Year 6.
- Sometimes, staff from Wells accompany pupils to their secondary school for the visits in the Summer term.
- Secondary school SENDCos are always invited to the Year 6 annual review or progress review meeting.
- In the Summer term, the SENDCo and Year 6 teachers meet with Secondary school SENDCos 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 given. 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 views are gathered through questionnaires and at pupil progress meetings. Points raised through these are actively followed up by the SENDCo and SLT.
- Parent/ learning support groups are offered whenever possible.
- 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.
- When necessary, meetings are arranged with outreach support/health services and parents, to help support those children with additional needs.

SEND Complaints Procedure

What if I am unhappy with the support my child with SEND is receiving?

At Wells Primary School we continuously aspire to deliver outstanding education for all of our children regardless of any SEND. We work very hard to build positive relationships with all involved in our school community. However, if there are complaints about the support provided for a child who has SEND, then we do have procedures in place.

If you have a concern about the support your child is receiving in school we strongly encourage you to make an appointment with your child's class teacher to discuss this concern. If you feel your concern has not been resolved please make an appointment with Miss Christodoulou (SENDCo), Ms Franklin (Headteacher) or Mrs Keel (Deputy Headteacher) all of whom will endeavour to support you.

If, after liaison with the school, you still feel dissatisfied with the support your child is receiving you may choose to make a formal complaint. If you would like to make a complaint we would refer you to our school Complaints Policy which outlines the complaints process.

Further information for families and practitioners

Appointments can be made to visit the school.

**Who to contact: Giselle Christodoulou (SENDCo) or
Catherine Keel (Deputy Headteacher)**

Telephone: 020 8708 0500

Email:

admin.wells@redbridge.gov.uk

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>

Wells Primary Local Offer:

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?id=bYzphJ4bzFY&localofferchannel=0>

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