



SEN Information Report updated September 2020

1 Kinds of Special Educational Needs that are provided for at Whiston Willis Primary Academ



Whiston Willis provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 :

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

As an inclusive school we provide for children with a range of Special Educational Needs and Disabilities.

2 Information about the school's Policies for identification and assessment of pupils with SEN

All information below can be found in our SEND policy:

Mission Statement

1. Aims and objectives
2. Roles and Responsibilities for SEND provision
3. Arrangements for coordinating SEND provision
4. Admission arrangements
5. Specialist SEND provision
6. Facilities for pupils with SEND
7. Allocation of resources for pupils with SEND
8. Identification of pupils' needs
9. Access to the curriculum, information and associated services
10. Inclusion of pupils with SEND
11. Evaluating the success of provision
12. Complaints procedure
13. In service training (CPD)
14. Links to support services
15. Working in partnership with parents
16. Links with other schools
17. Links with other agencies and voluntary organisations

Pupils are identified as having SEN, and their needs assessed, through :

- ❖ information passed on from Nursery/ Infant/Primary/previous schools;
- ❖ Key stage results, baseline testing and progress data;
- ❖ feedback from teaching staff and observations;
- ❖ interventions not showing impact;
- ❖ referrals from parents
- ❖ pupil referrals

All pupils are rigorously tracked in order to inform our planning and teaching. If there are any concerns regarding progress or if any child requires extra support then this is identified by staff at the earliest opportunity and swiftly acted upon.

If you are concerned about any area of your child's development please speak to your child's class teacher in the first instance. They may be able to provide you with further information about what the school can



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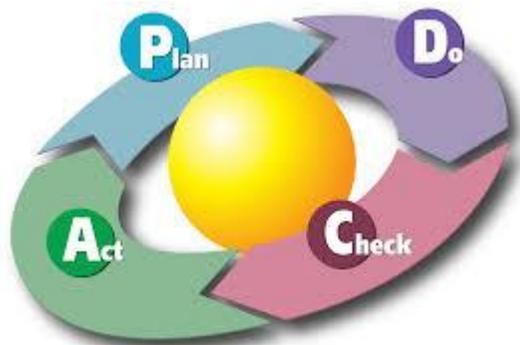
provide.

3a Evaluating the effectiveness of the provision made for pupils with SEND



Tracking is completed half termly and adaptations to provision made in light of these findings. Progress and evaluation is reported to the Governor with responsibility for SEN. Termly reports are made to the Governing Body and SEN Information Report posted on the school website.

3b Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review



These arrangements include:

- ❖ data tracking for pupil progress
- ❖ observations and follow up
- ❖ 3 open evening meetings a year and an end of year written report
- ❖ 'Open door' policy
- ❖ Reviews of children's 'Individual Education Plan' targets take place 3 times a year and shared with both parents and pupils
- ❖ Annual reviews for children with Education, Health and Care Plans

As a school we follow a specific Assess-Plan-Do-Review cycle to support the progress of your child. More specifically this means: planning which involves discussing in-depth the nature of the problem that your child may be experiencing and what specific support can be put in place. The doing aspect involves the school and any other agency (if required) carrying out an agreed intervention over a set period of time. A review will then be arranged between the school and parents and any other agencies that may be involved or are being considered to become involved with your child.

The impact of all interventions are measured and monitored closely. If, following interventions a child's progress continues to give cause for concern, your child's class teacher and/or the SENCO will discuss next steps with the child's parent/carer. If it is felt a child requires further additional support school will discuss with you the pathways to more specialist support/provision.



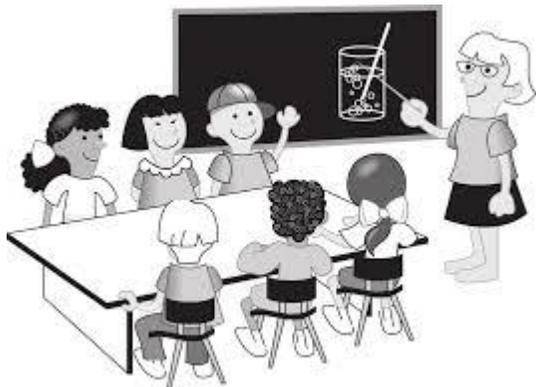
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3c The school's approach to teaching pupils with SEN

Provision for SEN pupils includes:

- **quality first teaching, with appropriate differentiation in place;**
- **extra adult support in classrooms or for individuals where appropriate;**
- **personalised provision through time limited programmes;**
- **personalised provision through adapted resources and interventions (1-1 or small group work)**
- **Multi-sensory teaching methods**
- **Support from external services such as Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc**

3d How adaptations are made to the curriculum and the learning environment of pupils with SEN



The curriculum /learning environment may be adapted by :

- ❖ **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;**
- ❖ **additional adult support.**



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3g Support that is available for improving the social emotional and mental health of pupils with special educational needs



Pupils are well supported by:

- A clear policy regarding behaviour and expectations that all children adhere to
- An anti-bullying policy that is supported by all staff
- A highly experienced Learning Mentor who supports children individually or in groups to ensure their needs are being effectively understood and also help provide them with skills to support their learning in school.
- Targeted support for individual pupils
- Daily 'check in' time for some children
- Safe spaces
- Time out club
- Circle time
- PSHE lessons
- School Council
- Pupil Voice

4 The Name and contact details of SENCo and SEN Governor

Ms Watkins is the SENCO – 0151 477 8270

Mrs Mannion is the SEN Governor – 0151 477 8270



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5 Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.

Our specialist staff consists of:

- Ms Watkins - Special Educational Needs Coordinator (SENCO) – Manages SEN provision at Whiston Willis, completes multi agency referrals, attends SEN planning and review meetings, supports the writing of IEPs, tracks the progress and attainment of SEN pupils and liaises with parents. The SENCO attends Local Authority Briefings and conferences to keep up to date with any legislative changes in SEN and the most up to date practice and provision. This is then shared with all school staff within the weekly staff meetings.
- Mrs Steele – Learning Mentor – supports the emotional well-being of all pupils through individual, paired and group work, liaises with families and other agencies, attends Child Protection and Child in Need meetings, completes referrals to the MASH (Multi-Agency Safeguarding Hub) Team.
- School Nurse – Angela Flack
- Specialist outreach SEN Teachers – part time staff who support via small group intervention children on the SEN register or who are working below age related expectations, Mrs Atkins
- Educational Psychologist – commissioned by the school to support SEN/Vulnerable pupils
- Speech and Language Therapist – commissioned by the school to support early language development
- Occupational Therapist – commissioned by the school to support the sensory curriculum around the child
- Family First, Inclusion Support Workers, ASC Advisory Teachers, Sensory Impairment Service, Inclusion Support Workers, Attendance Support Services, Social Care, CAMHS and Paediatricians (see LA Offer) – all provide support when required by children and families.

Ms Watkins and Mrs Steele are able to refer to these services if a joint decision has been made with



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parents/carers about the need to seek specialist advice and support to move a child's learning forward.

All staff in the school receives ongoing training to meet the needs of all the children attending the school at any point in time. This may include Speech and Language, Dyslexia Training, ASC awareness training, positive handling etc. Training provided responds to the needs of the children and staff at any given time.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.



- The school's SEN budget is allocated to meet the needs of the children on the SEN Register
- The progress and attainment of all children is tracked and resources are allocated according to need.
- The SEN budget is used to ensure that sufficient numbers of school staff are employed, qualified and trained to support your child and to purchase specialist help if needed. For example, we purchase a Service Level Agreement with Yew Tree CP School to support children who have specific learning difficulties.
- We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.
- Our pupil premium funding is allocated effectively to ensure that all pupils have the best possible chance to achieve. Information showing how specific allocations have been spent is available on our school website www.whistonwillis.co.uk



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<p>7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<ul style="list-style-type: none">•Parent/carer and teacher meetings by appointment each term.•School staff meet and greet the children and parents/ carers each morning and likewise at the end of the school day.•Parents/carers are regularly invited to class/school assemblies and special celebrations.•A variety of planned workshops throughout the year (see class information and our website regarding family learning)•All parents/carers are invited to join the PTA. The PTA arrange a number of fundraising events throughout the year and all new members are welcomed.
<p>8 The arrangements for consulting young people with special educational needs about and involving them in, their education.</p>	<ul style="list-style-type: none">• Sessions with the Learning Mentor<ul style="list-style-type: none">▪ School Leadership Team▪ Annual Reviews▪ Sharing and evaluating Individual Education Plan Targets▪ Pupil Interviews



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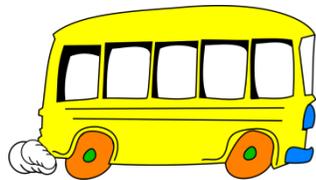
<p>9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<ul style="list-style-type: none">• For further information or to discuss any concerns, please contact Ms Watkins (SENCO) or Mr Cooper (Principal)• We do have a complaints procedure and you are entitled to ask the staff in the office for a copy of this at any point.
<p>10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p>	<ul style="list-style-type: none">• Our school governing body reviews our settings' accessibility plan and policy on an annual basis to ensure that as a school we meet the needs of all our children.• A Special Educational Needs report is made to the Governing Body every term. This includes details of in-house support and services bought in by the school to support children with SEND. 
<p>11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<ul style="list-style-type: none">• A fully comprehensive list of support services can be found on the Knowsley Council website http://www.knowsleyinfo.co.uk/



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12 The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.



- On entry to Nursery, you will be offered a home visit from our Nursery Staff facilitating an exchange of information between home and school.
- We will ensure we contact any early years settings, or other schools you child has attended to gather information about their needs.
- Where necessary, we will support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting.
- Where necessary we may develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.
- For children in Year 6, a SENCO transition meeting takes place each summer term where information is passed to the receiving secondary school.

13 Information on where the local authority's local offer is published.

The Knowsley Council SEND local offer can be found on the Knowsley Council website <http://www.knowsleyinfo.co.uk/>