

SEND Information Report

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Version Control

Version	Date	Summary of changes (incl. reason for review if not scheduled review date)

Willow Park C of E Primary school SEND Information report – Local Offer – May 2023

Willow Park C of E Primary School is a one form primary school and admits children from 4 years old until 11 years old. We can accommodate 30 children in each Year Group from year Reception up to Year 6.

Willow Park Church of England Primary School is an inner city Church of England Primary school serving a diverse cultural and religious intake. We pride ourselves in our positive relationships with all the children in our care and we put a great deal of importance on children feeling safe, respected and listened to by all our staff. We celebrate the fact that we are placed in the centre of Bristol and use the local community and facilities to enrich our curriculum. The school believes in children 'being the Light' in every way and we hope this will be felt by children, staff, parents and carers as well as our wider school community. Every child needs to feel that they belong, that they matter, and that they are valued for their unique qualities. This will also ensure they make the best academic progress possible.

To support our philosophy in ensuring our provision is inclusive for pupils who have a wide range of special educational needs and disabilities (SEND), the school uses the funding received from the Government, via the Local Authority. This provision includes:

- A part time SENCo (special Educational Needs coordinator) who is non class based for 1 day a week who is a trained Senior Mental Health Lead
- We have three SEND teaching assistants who provide 1 to 1 and small group support in and outside the classroom and one and a half teaching assistants
- Staff who have additional training in speech and language, autistic spectrum disorders, dyslexia, managing challenging behaviour, reading interventions, maths interventions, social skills programmes and physical development interventions
- We have an Emotional Literacy support assistant (ELSA) for three days a week.
- Educational Psychology time in school, when needed.

As a Local Authority primary school there is no charge for any of these services if your child secures a place with us.

Questions from a Parent/Carer's Point of View

1. How does the education setting know if children need extra help and what should I do if I think my child/young person may have special educational needs?

- We receive information from pupils' previous schools and educational settings.
- The progress of all pupils is monitored regularly by class teachers and the Senior Leadership Team, so that when a pupil is not making expected progress in a particular area of learning, including emotional and social development, the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned
- If parents/carers have concerns about the progress or attainment of their child, or think their child has SEND, they should in the first instance, make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our SENCo as appropriate. School will look into the concerns, share what is discovered and agree with parents/carers what will happen next

2. How will the education support my child?

- When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If the pupil meets the criteria for SEN or disabilities (SEND), an Individual Education Plan (IEP) will be created, detailing the exact support the pupil will receive at Wave 1, Wave 2 and Wave 3; a copy of this will be provided to parents
- We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting
- Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCo on the progress of pupils with SEND

3. How will the curriculum be matched to my child's needs?

- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress

- Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Annual reports and regular Parents' Evenings, spread across the year, give all parents and carers regular feedback on their child's up to date academic levels, individual Reading, Writing and Mathematics targets and any behavioural, emotional or social difficulties
- When appropriate, parents/carers may be contacted mid-term to discuss the support that the school is providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting

5. What support will there be for my child's overall wellbeing?

- The well-being of all of our pupils is one of our primary concerns at Willow Park. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE)
- Additional support from our school ELSA and support from a mental health practitioner from Mental Health Support Team (MHST)
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence
- Relevant staff are trained to support medical needs and in some cases all staff receive training.
- Pupils' views are sought through the School Parliament, pupil conferencing and questionnaires

6. What specialist services and expertise are available at or accessed by the education setting?

- All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service
- Educational outside agencies include: Educational Psychology (EPS); Outreach Services, including Bristol Autism team (BAT)

- Specialist health services such as Speech and Language Therapy (SALT); Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); Behaviour Clinic, other health professionals
- We work with First Response, Early Help, Social Services and Community Police
- TA's with Class Teacher and SENCo support deliver individual programmes of support for all children who benefit from having an IEP or support plan

7. How will the education setting prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

- We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. Personalised transition programmes are developed for children that will benefit from this additional support which include transition photo albums, additional visits and multi professional meetings
- In Year 6 all children visit their new secondary school at least once and the staff from their new school come and see them at Willow Park C of E Primary too
- Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils

8. How are the education setting's resources allocated and matched to children's special educational needs?

- Our finances are monitored and audited regularly, both internally by the School Business Manager and externally via the Local Authority Auditing Team and we utilise resources to support the strategic aims of our setting as well as individual learner needs
- We seek to ensure a 'value for money' service, therefore all interventions are costed and evaluated
- Schools receive funding for all children including those with SEN and Disabilities and these needs are met from this, (including equipment)

- If the assessment of a child's needs identifies something that is significantly different to what is usually available, the Local Authority may contribute more funding if the cost of meeting an individual child's needs is more than £10,000 per year
- Under the new Code of Practice, an Education Health Care Plan may identify additional money is required. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan

9. How is the decision made about what type and how much support my child will receive?

- Quality First Teaching is clearly defined in our setting and we expect all staff to deliver this
- Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the Named Governor for SEN & Inclusion

10. How are parents involved in the education setting? How can I be involved?

- We are a child and family centred school, so parents/carers will be involved in all decision making about their child's support
- We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations
- We operate an open-door policy to allow parents to contact their child's class teacher with ease
- Parents are invited to become involved in school-life through a number of means eg, becoming a Governor, hearing children read and on-going invitations to school events throughout the year
- We host meetings to help you know how we teach certain subjects in school, eg. Maths and phonic workshops.

11. Who can I contact for further information?

- In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENCo