



## Wickford Primary School SEN Information Report



WICKFORD  
PRIMARY SCHOOL

*Our vision is for pupils to become independent, motivated learners and responsible citizens.*

### **Our vision (Intent):**

At Wickford Primary School we believe that every child can achieve their goals regardless of gender, race, culture or background. Our vision is for individuals to become confident, independent and motivated learners in an environment that ensures equal entitlement for all. We expect all children to show positive behavior in line with our core values and to work together as a team. Children with special educational needs or a disability (SEND) are included in all aspects of school life encouraging them to grow into responsible citizens.

### **Who's Who..?**

Miss Withers is our School SENCO. If you have concerns about your child, please do not hesitate to **contact** her or speak to your child's class teacher, who will do their best to help. Mrs. Sue Blake is the governor responsible for SEND; she makes regular visits to the school and keeps up to date with developments in SEND.

### **The skills we can offer our children:**

Miss Withers achieved the National Award for SENCOs during 2018. She is an experienced teacher and delivers regular training and support for teachers and LSAs. Staff are confident in meeting the needs of a wide range of pupils covering all four main areas of SEND.

### **Policies:**

A range of associated policies can be found on the school **website** e.g. SEN Policy, Behaviour Policy and Complaints Policy.

### **The support we can offer for the areas of SEN:**

#### **1. Cognition and Learning needs:**

- Bookbands reading is used as a structured scheme in Foundation and KS1 and Accelerated Reader in KS2.
- Catch Up reading / All by Myself reading.
- Numicon and base 10 for mathematics.
- Daily reading and additional guided group reads.
- Individually designed programs planned by class teachers to help target gaps in children's learning e.g. Toe by Toe.

#### **2. Communication and Interaction needs:**

- Social stories, visual timetables.
- Speech and Language programs from therapists.
- Lego Club, Task Boards, Phonological Awareness activities, Colourful Semantics.

#### **3. Social, Emotional and Mental Health needs:**

- Individually designed social skills groups e.g. Socially Speaking, Smart Thinking, Happy to be Me.
- Social skills groups planned to address the individual needs of the children e.g. Friendship Formula, Socially Speaking.
- Physical/relaxation breaks built into the day.
- Counselling sessions delivered by our experienced school counselor who works across local schools.

#### **4. Sensory or Physical needs:**

- Motor skills e.g. Occupational Therapy plans
- Fine motor skills activities e.g. finger gym, additional handwriting, dough disco, the Teodorescu program.
- Physical/sensory breaks built into the school day
- Specific resources purchased after advice from specialists working with the school.

### **Other support that we can access:**

Specialist Teacher Teams; Educational Psychology Service; Wickford SENCO Cluster; Speech and Language Therapists; School Nurse; Physiotherapists; Occupational Therapists, Pediatricians.

### **Our buildings:**

Lower school is built on one level and fully accessible with one disabled toilet. Upper school is built on two levels and accessible to the ground floor with a disabled toilet. We have yellow handrails and painted steps to support pupils with visual impairments, in addition to hearing loops for pupils who may be deaf.

### **Transitions:**

There is a transition program for all children moving within/from/to Wickford Primary School involving:

- Classroom visits
- Taking part in some lessons in school
- Transition photograph booklets
- Trial lunch and play times for transition from Year 2 to Year 3

Extra transition visits will take place for children with additional needs or who may find the change unsettling. The SENCO is available to meet with parents of all children with SEN on joining the school. When moving to secondary school, children with additional needs will have the chance for extra transition visits to help make a successful start on the next step in their school journey. Our rich and varied curriculum prepares children for higher education, employment, independent living and participation in society.

### **Additional information:**

Essex County Council has a website which gives extra information about services and support available for children with Special Educational Needs, including our contribution. This can be found at:

<http://www.essexlocaloffer.org.uk/>

## Our Graduated Response:

### Stage 1: High Quality Teaching

For most children, High Quality Teaching will meet their needs and make sure that they make good progress towards their goals:

- Consistent, high quality teaching which is monitored by the Senior Leadership Team (SLT)
- Differentiated curriculum, delivery and outcomes i.e. changing activities to meet the needs of children
  - A rich classroom learning environment with exciting topics
  - Use of ICT to enhance and support learning
- Whole class and school reward systems, as well as individual systems where necessary alongside positive behaviour strategies
  - Written and verbal feedback to help children's understanding and move them onto their next step
  - Structured school timetables and class routines
- Carefully planned, flexible interventions to address gaps or extend understanding (i.e. additional activities or programs to boost skills in one or more areas)

### Stage 2: Monitoring

If a child is not progressing in spite of High Quality Teaching, they will be monitored so we can decide whether they need extra support that is 'different from and additional to' that provided to all pupils. This concern may be raised through termly 'Pupil Progress Meetings' or as a part of assessment and observations by the class teacher. A child may also be monitored following a worry expressed by a parent that may result in a meeting with the class teacher and SENCO. Class teachers let the SENCO know if they are monitoring any children for additional needs in their class.

### Stage 3: SEN Support

Children identified as requiring extra support will be placed on the SEN Register and then the following will happen:

- The class teacher and class LSA will work with the child to discuss how they feel they could be supported and what targets they feel they could work towards (at an age appropriate level)
  - A meeting will be held with the child's parent / carer to share and collect their views and wishes for the future
- The class teacher will then set outcomes, taking into account the views of everyone involved - this will form the basis of the child's SEN One Plan
- These plans are monitored by the SENCOs and reviewed regularly so that new outcomes can be set following termly review meetings with parents/carers
  - Specific activities will be put in place to help children on the SEN Register achieve their outcomes as detailed above
- These are planned by class teachers and SENCOs, and the impact of these are monitored by the SENCOs and leadership team to make sure they are working well

### Stage 4: SEN Support - Outside Agency Involvement

If children have been identified as needing SEN Support and are still causing concern, the school can access (with the consent of parents/carers) various services for advice or further assessment. These are: Specialist Teachers, Family Solutions, EWMHS (Emotional Well-being and Mental Health service), additional counselling services and advice from Educational Psychologists as appropriate.

### Stage 5: Education Health Care Plan (EHCP)

If there is a sustained period of slow or no progress, or a child has long term specifically identified needs, it may be appropriate to request an EHCP through the Local Authority. This would involve termly meetings and one of these would be more in depth and called an Annual Review that all parties, including the child, are invited to.

For more information please contact Miss Withers (SENCo & Inclusion Leader) by [email](#) or telephone 01268 733071.