**Primley Wood Primary School**

**SEND – Information Report**

At Primley Wood, we pride ourselves on being an inclusive school with a family feel. We greatly value the diversity of our pupils. We encourage an inclusive ethos where staff and pupils value and respect each other regardless of individual needs, backgrounds and abilities. There is a place here for everyone.

We value the views of our pupils and their families and encourage open and honest dialogue. We have high expectations of all our pupils and where needs are identified, we endeavour to put support in place at the earliest possible stage. We want the best for, and from, all the children in our school.

This report outlines how Primley Wood Primary School meets the needs of learners with SEND within the school setting. You can find additional information in our SEND policy which is available on our school website. If you cannot find the information you are looking for, please do not hesitate to contact the school office or SENDCo for further information.

**SENDCo – Mrs Katie Howard**

**(info@primleywood.co.uk / 0113 887 3680)**

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| 1. What types of needs are provided for at Primley Wood?
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| At Primley Wood we are happy to make reasonable adjustments to our provision to enable pupils and parents to be included in our school. Currently we provide support for pupils with a broad spectrum of needs, these include:**Communication and Interaction** – where children may have a difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Autism Spectrum Conditions would fall under this category. **Cognition and Learning** – where children may learn at a slower pace than other children of the same age. They may demonstrate a difficulty with certain areas of the curriculum, have difficulties with organisation and memory skills. They may demonstrate a specific difficulty with one particular area of their learning, for example English or Maths. Specific learning difficulties such as Dyslexia, Dyscalculia or Development Co-ordination Disorder (DCD) would fall under this category. **Social, Emotional and mental health** – children may experience a wide range of social and emotional difficulties which manifest in different ways. These may include becoming isolated or withdrawn, displaying challenging or disruptive behaviours. They may experience difficulties in their relationships with others or managing their own emotions. ADHD or Attachment Disorders would fall under this category.  **Sensory and/or physical needs** - where children may have a physical impairments, such as a hearing or visual impairment. They may have a physical need that means they require ongoing support or specialist equipment to access their learning. Some children with SEND have needs from across more than one area. |
| 1. Which staff will support my child, what training have they had?
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| **SENDCO** - Our Special Educational Needs Co-ordinator, or SENDCo, is Mrs Katie Howard. Our SENDCo is available throughout the week and can be contacted via the school office by email or telephone call. You can also contact the SENDCo on Class Dojo. Mrs Howard has over 15years experience supporting pupils with SEND in a variety of roles within education. She has been a qualified teacher for over 12 years and has experience teaching in both mainstream settings and in specialist provisions. She is very experienced in a range of strategies to support both staff and pupils to ensure positive outcomes for all learners.**Teachers** - All of our teachers receive in-house SEND training and are supported by the SENDCo to meet the needs of all pupils who have SEND.**Teaching Assistants** - We have a team of Teaching Assistants (TA’s) and Higher-level Teaching Assistants (HLTA’s) who are trained to deliver SEND provision. We have TA’s who are trained in a variety interventions to support the differing areas of needs within their teaching group. These include, but are not limited to, Autism, Intensive Interactions, PECS, Colourful Semantics, Alphabet Ark, ECaR, LEGO therapy and Seasons for Growth.**External Agencies and Experts** – Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:* Speech and Language Therapists
* Educational Psychologists
* Occupational Therapists/Physiotherapists
* ARM Cluster
* STARS (Autism Specialists)
* GP’s, Paediatricians, School nurses
* Child and Adolescent Mental Health Services (MindMate /CAHMS)
* Social Services and other LA- provided Support Services
* Voluntary Sector Organisations
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| 1. What should I do if I think my child has SEND?
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| **Tell us about your concerns -** If you think your child might have SEND, the first person you should tell is your child’s Class Teacher. They will pass the message on to our SENDCo (Mrs Howard), who will be in touch to discuss your concerns. You can also contact the SENDCo directly. **We will contact you to discuss your concerns** – We will arrange a phone call or a face- to – face meeting to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are. **Initial Observations** - The SENDCo will then observe your child in the classroom environment, have discussions with the class teacher and may complete some initial assessments. Once this information has been collected, together we will decide on what outcomes to seek for your child and agree on next steps. This may be adaptations to Quality First Teaching (QFT) in the first instance, or more targeted interventions may be suggested. We will make a note of what has been discussed and add this to your child’s record. At this point your child will be added to the SENDCo monitoring list. **SEND support** – The impact of the additional support will be assessed after a period of time, at this point we may decide your child needs SEND support. We will formally notify you in writing and your child will be added to the schools SEND register.  |
| 1. How do you identify pupils with SEND?
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| Through regular communication with parents we hope to work together to identify any SEND early and take action to best support your child and family. Early identification of a pupil with SEND is essential for their needs to be addressed quickly to enable them to learn effectively and to achieve their full potential. All our class teachers are aware of SEND and are on the lookout for any pupils who aren’t making the expected level of progress in their schoolwork or socially. Every learner in school has their progress closely monitored through regular pupil progress meetings and frequent consultations with parent/carers. Pupils who are not making expected progress are highlighted through discussions with the SENDCo. The SENDCo will then typically observe the pupil in the classroom environment, have discussions with the class teacher and parents and may complete some initial assessments. Once this information has been collected the SENDCo, in co-operation with class teachers and parents, will give some suggestions for next steps. This will often be adaptations to Quality First Teaching (QFT) in the first instance. Or more targeted interventions will be suggested. These may be additional interventions linked to the area of need and will usually be in addition to QFT. For example NESSY, specific phonics teaching or LEGO therapy. Referrals to external agencies for additional support may also be suggested. The pupil will then be added to the ‘monitoring’ section of the SEND support register. The impact of the additional support will be assessed after a period of time, at this point it may be decided the pupil needs SEND support. We will formally notify parents in writing and the pupil will be added to the schools SEND register. |
| 1. How do you measure my child progress?
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| At Primley Wood, we implement the ‘Graduated Approach’ to meeting your Childs SEND needs (as outlined in the SEND Code of Practise 2014). The Graduated Approach is a 4 part cycle of ‘Assess- Plan – Do – Review’.**Assess -** All pupils in school are assessed each term. If a pupil is identified as not making the expected level of progress, we will carry out additional assessments to identify their strengths and weaknesses. We may request additional external support where necessary. We will also ask for you and your child’s input (pupil voice). **Plan –** Once this information has been collected, outcomes are set by class teachers and what provision needs to be in place to meet these outcomes. These will link to any external agencies outcomes or recommendations. This becomes a document we call an ‘Individual Learning Plan’. This document is shared with parents and all staff working with that pupil.**Do –** We put our plan into action.Usually a time frame of a whole term is given to carry out the planned interventions and make progress towards the outcomes. **Review –** The learning outcomes are reviewed, we will assess how well the support put in place has helped the pupil to meet the outcome we set. We use our improved understanding to set new outcomes and identify and changes in provision required. The reviewed document is also shared with parents so they can see the progress made.This process will be continual. If the review shows the pupil has made progress, they may no longer need the additional provision made through SEND support. For others the cycle will continue and the school’s targets strategies and provisions will be revisited and refined.  |
| 1. How will I be involved in decisions about my child’s education?
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| At Primley Wood we value Parental Voice and encourage open and honest communication with parents. Parents are welcome to make appointments to meet with class teachers or the SENDCo throughout the school year. All children receive an annual report on the progress they have made. For children with an Individual Learning Plan, we will provide a reviewed document every term (3 times throughout the year). We expect that as a minimum, parents have the opportunity to discuss their child’s progress 3 times throughout the year. Parent consultations are held in the Autumn and Spring Term. There is the opportunity to speak with the SENDCo at these consultation. The aim of these meetings is to have a shared understanding of the outcomes your child is working towards, what provision is in place within school to meet these outcomes, to review progress towards the outcomes and to decide together on any next steps. An additional meeting in the Summer Term can be arranged with the class teacher or SENDCo to facilitate transition arrangements into the next year group, this could be to meet with any new staff working with your child in the following year group. Parents with children who have EHCplan will also have an annual review.  |
| 1. How will my child be involved in decisions about their education?
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| At Primley Wood we value Pupil Voice. All pupils are actively involved in making decisions about their education throughout school in a variety of ways. Children are included in moving their learning forward through verbal feedback, discussions and marking. For children on the SEND support register an a Pupil Voice is collected at least twice throughout the year. This is usually in the form of a Talking Mat as this can be easily accessible to all pupils. The level of involvement in formal discussions will depend on your child’s age and level of competence. We may seek to ask your child’s views by asking them:* To attend meetings to discuss their progress and outcomes
* Prepare a presentation, written statement, video or a drawing.
* Discuss their views with a member of staff who can act as a representative during the meeting – this may be in the form of a ‘Talking Mat’
* Complete a survey
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| 1. How do you approach teaching pupils with SEND?
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| In line with the 2014 SEND Code of Practice, the school promotes high quality first teaching in class. We will make sure that your child has access to a broad and balanced curriculum in every year they are at or school. All teachers are teachers of children with SEND. Your child’s class teacher is responsible and accountable for the progress and development of all the pupils in their class.Support provided to pupils identified as SEND is personalised to their individual needs. For some children this support is adaptations to Quality First Teaching and/or differentiation. For most children this is targeted interventions to best support their area of need. For some children, their support is a bespoke, personalised timetable and curriculum. Each child is treated as an individual and what SEND support looks like will be different for each pupil.  |
| 1. How do you adapt the curriculum and Learning Environment for pupils with SEND?
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| The curriculum is adapted to meet the needs of all of our pupils. We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no ‘one size fits all’ approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptation we make are meaningful to your child. These adaptations include:* Differentiating our curriculum to make sure all pupils are able to access it.
* Differentiating our teaching style.
* Adapting our resources and staffing
* Enabling access to specialist equipment such as pencil grips, writing slopes, reading overlays, ‘wobble’ cushions, visual supports, workstations, laptops or specialist software.
* Visual Timetables are used in all classrooms, some with pictures and some written in words.
* Provision can be made during break and lunchtime for pupils who find it difficult to spend time outside or in busy place.
* Provision can also be made for some children to access sensory circuits or movement breaks throughout the day as required.

Class Teachers make sure pupils have learning activities that are differentiated to their needs, this means it is achievable but with the right amount of challenge.  |
| 10. How do you evaluate the effectiveness of the provision for pupils with SEND? |
| Monitoring and reviewing outcomes for our SEND pupils is an ongoing process. Classroom staff are continually reflecting on their practise and evaluating the impact of the provision in school.We will evaluate the effectiveness of provision for your child by:* Reviewing progress towards their outcomes each term
* Reviewing their progress termly at Pupil Progress meetings
* Using pupil questionnaires and Talking Mats
* Monitoring by the SENDCo
* Using provision maps
* Holding annual review (if they have an EHC).
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| 11. How will the school resources be secured for my child? |
| It may be that to meet your child needs we need to secure:* Extra equipment or facilities
* More teaching assistant hours or additional teaching assistants
* Further training for our staff
* External Specialist Expertise

If this is the case we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6000 of any necessary costs. If funding is needed beyond this we will seek it from the Local Authority as ‘top up funding’ or FFI (Funding for Inclusion). |
| 12. How will the school make sure my child is included in activities alongside pupil who don’t have SEND? |
| Our School is fully inclusive. All pupils are able to be involved in all activities within our school. All of our extra-curricular activities and school visits are available to all of our pupils, including before and after school clubs. All pupils are encouraged to go on our school trips, including any residential trips. All pupils are encouraged to take part in sports days, performances and special workshops within school.No pupil is ever excluded from taking part in these activities because of their SEND and we will make the reasonable adjustments necessary to ensure they can be included.  |
| 13. How does the school support pupils with disabilities? |
| We aim to ensure all pupils, staff and parents can access all aspects of school life regardless of their disability. * Our school site is fully accessible to all pupils, staff and parents. There is a lift between floors and ramps to access the differing playground levels
* Accessible toilets to facilitate personal care needs.
* Personal Emergency Evacuation Plans (PEEP’s) as required
* Individual Pupil Risk Assessments in Place (IPRA)
* Private Medical Bay to administer first aid or regular medications (insulin).
* Specialist Equipment – writing slopes, height adjustable tables.
* Access to extra-curricular clubs, trips and residential.

If you require further information on how we meet the needs of pupils, staff or parents with a physical disability please see our Accessibility Policy. This is available on our school website. |
| 14. How will you support my child’s social, emotional and mental health development? |
| At Primley Wood we take a holistic approach to our pupil’s development. Opportunities to develop pupils Social, Emotional and Mental Health are in-built into our curriculum and enrichment activities. We value a relational approach within school and strive to ensure all our pupils feel safe, valued, confident and strive to reach their full potential. Alongside our SENDCo, our Pastoral Lead, Mrs Syma Khan and our Pastoral Support Assistant, Miss Mikayla Bailey work closely with children who are experiencing difficulties with their Social, Emotional and Mental Health. They can provide support in a number of ways, including:* Providing extra pastoral support in the form of 1:1 sessions or small group sessions
* Provide a range of lunchtime clubs (art, craft, LEGO, games, puzzles)
* Provide opportunities for quieter provision during break/lunch times
* Meet and Greet for pupils where required
* Daily/weekly ‘check in’s’
* Liaising with parents and external agencies
* Working with external agencies to provide targeted support to pupils when it is required
* Signposting families to additional support.
* Walks or sessions with our Therapy dog

Primley Wood has a ‘zero tolerance’ for bullying. Our Anti – Bullying Policy can be found on our website. |
| 15. What support is available for my child as they transition between classes or settings? |
| We understand that change and transition can be a difficult time for any child, but especially for those with SEND. We strive to ensure any transitions are as smooth and seamless as possible. Transition arrangements will look different for each child as they will be based on their individual needs.**Starting at Primley Wood**Pupils joining our school, in Reception or from other settings usually share their information with us. We liaise with parents and any previous settings about the SEND provision required to ensure as smooth a transition as possible. **Between Year Groups** To help pupils with SEND be prepared for the new school year we:* Ensure a thorough hand over of all relevant information between the current and new class teachers, with support from the SENDCo.
* Enable pupils to visit their new classrooms and meet with their teachers or other staff.
* Schedule lessons with their new teachers towards the end of the summer term.
* Encourage children to be as involved in the process as they can
* Make transitions booklets for SEND pupils to take home over the Summer Holidays including photographs of staff and classrooms.
* Encourage parents to meet with new teachers.
* Create outcomes focused purely around a happy and settled start into a new year group.

**Between Schools**If a pupil is moving on from our school, we will liaise with their new setting to ensure there has been a thorough hand over of relevant information.**Between phases – Secondary School**Year 6 Class Teachers and the SENDCo liaise closely with the local Secondary Schools to ensure that any additional needs are discussed in advance enabling appropriate provision to be put in place. Additional transition arrangements can be made if necessary.  |
| 16. What support is in place for Looked after and Previously Looked-After children with SEND? |
| The Designated Teacher for Looked-After and Previously Looked-After children is Mrs Katie HowardThe Designated Teacher will ensure that all teachers understand how Looked-After or Previously Looked After pupils’ circumstance and SEND might interact and what are the implications for teaching and learning.Children who are Looked -After or Previously Looked-After will be supported in the same way as any other child with SEND. However, Looked-After pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any Individual Learning Plans or EHC plans are consistent and complement one another.   |
| 17. What should I do if I have a complaint about my child’s SEND support? |
| In the unlikely event you wish to make a complaint about your child’s SEND provision this should be made directly with the SENDCo or Headteacher in the first instance. Any complaints will be handled in compliance with our complaints policy. This policy is available from the school office on request.  |
| 18. What are the Admission arrangements for Children with SEND?  |
| Please visit Leeds City Council’s admissions page to view the admissions arrangements for all pupils including those with SEND. Children with EHCPlans will be given a priority over some other pupils. Feel free to contact school if you wish to discuss your child’s needs with the SENDCo.[Apply for a primary school (leeds.gov.uk)](https://www.leeds.gov.uk/schools-and-education/school-admissions/apply-for-a-primary-school)[www.leeds.gov.uk/school-and-education/school-admissions/apply-for-a](http://www.leeds.gov.uk/school-and-education/school-admissions/apply-for-a)-primary-school. |
| 19. What Support is available for me and my family? |
| If you have any questions about SEND, or you are struggling to cope, please get in touch and let us know. We want to support you, your child and your family.There is a lot of information available to parents online.A great place to start is the **‘Leeds SEND Local Offer’ which** provides information on the services available to parents in the local area.[Leeds Local Offer](https://leedslocaloffer.org.uk/#!/directory) (<https://leedslocaloffer.org.uk>)Other useful links include:[Leeds SENDIASS](https://sendiass.leeds.gov.uk/)(https://sendiass.leeds.gov.uk)[Home | Disability charity Scope UK](https://www.scope.org.uk/)(www.scope.org.uk)[Neurodiversity information hub - MindMate](https://www.mindmate.org.uk/nd/)(www.mindmate.org.uk/nd)[Family Action, Building stronger families (family-action.org.uk)](https://www.family-action.org.uk/)([www.family-action.org.uk](http://www.family-action.org.uk)) |