

Special Educational Needs and Disabilities (SEND) at Wellington Primary Academy

At Wellington Primary Academy we embrace and value the fact that every child is different and that, therefore, the educational needs of every child are different – this is certainly the case for children with Special Educational Needs and Disabilities (SEND). Currently, 11% of children at Wellington Primary Academy are identified as having SEND. We are committed to providing an inclusive education which enables all children to participate successfully in all aspects of school life. This local offer provides information about how we support children in our school who have SEND. It includes information about who you should talk to if you have any concerns about your child, how we identify their needs and how we monitor and assess progress.

For what special educational needs is provision made at Wellington Primary Academy?

We provide an inclusive education for:

- Cognition and Learning needs
- Communication and Interaction needs
- Social, Emotional and Mental Health needs
- Physical and Medical needs

How does the school identify children with SEND?

A child might be described as having SEND if they have a learning difficulty or a disability that requires support that is different from or additional to that provided for other children of the same age at Wellington Primary Academy. Children are identified through a variety of means including:

- Education, Health and Care Plans
- Liaising with previous setting
- Student performing below age-related expectations
- Concerns raised by staff, parents or professionals working with a child

When an initial concern is raised, your child's class teacher will discuss this with you at a parent consultation meeting. If you have a concern, please make an appointment to see your child's class teacher or the SENDCO.

How will the school help my child?

Our provision is designed by the relevant Wellington Primary Academy staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. a Speech and Language Therapist or an Educational Psychologist).

A child with Special Educational Needs and Disabilities may have a Support Plan which sets out targets that are currently being worked on and what additional provision is put in place for that child. The content of the Support Plan is written by the class teacher and, as appropriate, with the child and the child's family. For many children, targets will be connected to learning and will often be specifically to do with literacy and numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example problems to do with fine motor control). All Support Plans are regularly reviewed and the effectiveness of the provision for the pupil evaluated.

A small number of children may require further support than is described above. If this is needed, we will apply for a Statutory My Plan assessment to be carried out, with the agreement of the child's parents. At each stage, you will be kept informed and invited to meetings to discuss how we can best meet your child's needs.

How will the curriculum be matched to my child needs?

Our school works on a skills based curriculum: an ideal way to engage all learners by tapping into their interests and imaginations through a range of topics over the year.

All of our pupils benefit from:

- a range of teaching and learning styles
- a differentiated curriculum
- a range of differentiated learning materials (both for reinforcement and extension)
- assessment procedures that emphasise pupils' strengths and achievements
- access to ICT
- access to the extra-curricular Golden Eagle programme
- differentiated booster classes

- a broad range of extra-curricular activities (including residential trips in Upper Key Stage 2).

For those children who need it, the school offers many different resources to support additional provision. This can include:

- additional in-class support
- additional out-of-class support
- access to the Nurture Centre
- one-to-one support
- flexible groupings (including small group work)
- access to specific resources and intervention programmes
- mentoring
- counselling
- Emotional Literacy Support Assistant (ELSA) sessions with a trained staff member
- access to a wide range of outside agencies (e.g. Speech and Language, SSENS, Educational Psychologist, Behaviour Support)

Additional provision is overseen by the Special Educational Needs and Disabilities Co-ordinator (SENDCO) and is designed and implemented by class teachers, supported by our group of teaching assistants.

What training and resources are available to staff?

Our resources are allocated according to need and matched to each child's SEND. We currently have very strong links to Speech and Language Therapy, Behaviour Support, Educational Psychologist, Wiltshire Special Educational Needs Support and Child and Adolescent Mental Health Services, who are available to provide staff training or strategies and advice to support a specific pupil.

How will you assess and review my child?

We expect all children at our school to make the same levels of progress and see no reason why this would be any different for children with SEND. Your child's class teacher will be able to explain their expectations for your child with you at your first Parents' Evening. This may involve setting individual targets. At the end of each term every teacher will review

what is being provided for children with SEND, and the progress they have made since the last review.

How will the school keep me informed about my child's progress?

During your child's first Parents' Evening Meeting in Term 2 their Support Plan or initial needs will be discussed with you. Throughout the school year you are, of course, welcome to make an appointment to come in at any time to discuss your child's progress with either the class teacher or the SENDCO. However there will also be Support Plan review meetings during later Parents' Meetings.

How will my child's voice be heard?

Each year a 'one page profile' is created along with your child. Before each Support Plan review meeting your child will have a chance to have a say on how their learning is progressing and anything that they would like to change.

What are the transition arrangements?

We have a very good liaison with both pre-school settings and the local academy and secondary schools. To ensure a smooth transition we have face to face meetings to exchange paperwork and information about each child. Extra visits can also be arranged for any children we feel may benefit from this. Staff will visit the pre-schools to meet the new children and home visits will be offered as part of induction to school.

How accessible is the school for pupils with SEND?

As a school that is committed to providing an inclusive education, Wellington Primary Academy can make adaptations to support our pupils' access to learning to the best of our ability. Such adaptations may include:

- Specialist furniture
- IT resources
- Enlarged prints for texts
- Additional resources e.g. coloured overlays for reading
- The school site is wheelchair accessible, with a lift available.

How will the school keep me informed about issues/problems with my child at school?

If there is an issue that needs to be dealt with as soon as possible you will be contacted by either the class teacher or the SENDCO and advised accordingly.

Who do I contact if I'm concerned?

In the first instance, speak to your child's class teacher. The SENDCO at Wellington Primary Academy is Mrs Margaret Stellon (margaretstellon@wellingtonprimary.org.uk). Please contact the School Office on 01264 310780 to make an appointment to see Mrs Stellon.

What if I have a complaint?

If you have any concerns about your child's learning, or an incident that has happened in class, at break/lunchtime or before or after school, then you can speak directly to their class teacher at a mutually convenient time. If you would like to also speak to the SENDCO then this can also be arranged via the School Office.

If the matter is not resolved satisfactorily please refer to the Headteacher.

If it is something to do with school policy, staff conduct or another serious matter please contact the Headteacher. If the matter is not sorted out to your satisfaction please use the complaints policy and procedures available on the school website and access the Governing Body through this. The Headteacher is the complaints co-ordinator and will follow guidance in the DfES 'School Complaints Procedure' document and Academy policy. A full and fair investigation may be carried out by the Governors or an independent person where necessary. Confidentiality is respected.

Where can I find further support?

In the first instance, you are welcome to contact your child's class teacher, the SENDCO or the Education and Welfare Officer, via the School Office. Further support and advice can be found on the Wiltshire Local Offer (<http://www.wiltshire.gov.uk/local-offer>). You can also contact the Wiltshire Family Information Service on 0300 003 4573, or visit their website at <http://www.wiltshirefis.org.uk/>.