



SEND Information Report 2017 – 2018

Ratified by Governors: Autumn 2017

Due for Review: Summer 2, 2018

The Willows School Academy Trust has a clear approach to meeting the needs of pupils with SEND (Special Educational Needs and/or Disability) and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

1) What kind of SEND do we have provision to support at The Willows School Academy Trust?			
<p>The Willows Academy is a specialist primary school for children aged 5-13, who have a statement or EHCP for special educational needs (SEN), predominantly behavioural, social and emotional. It is currently made up of 5 different classes - Elm, Maple, Ash, Oak and Beech - that support the pupils in different areas of their learning and development.</p> <p>As an inclusive school, special education needs and provision can be considered under four broad areas:</p>			
<p>Communication and interaction</p> <ul style="list-style-type: none"> - Speech, language and Communication (SLCN) - Autism and Asperger’s Syndrome (ASD) 	<p>Cognition and learning</p> <ul style="list-style-type: none"> - Moderate Learning Difficulties (MLD) - Severe Learning Difficulties (SLD) - Profound and Multiple Learning Difficulties (PMLD) - Specific Learning Difficulties (SpLD) 	<p>Social, mental and emotional health</p> <ul style="list-style-type: none"> - Attention Deficit Disorder (ADD) - Attention Deficit Hyperactive Disorder (ADHD) - Attachment Disorder (AD) 	<p>Sensory and/or physical</p> <ul style="list-style-type: none"> - Multi-sensory Impairment (MSI) - Physical disability (PD) - Vision Impairment (VI) - Hearing Impairment (HI)
2) How does The Willows School Academy Trust work with parents and carers?			
<p>The Willows School Academy Trust believes strongly in the importance of working closely with parents and carers to ensure that we maximise opportunities for all pupils to succeed.</p> <p>-The class teacher is regularly available to discuss pupil’s progress or any concerns and to share information about what is working well at</p>			

home and school so similar strategies can be used.

- Parents and carers are encouraged to communicate with staff via phone or by booking an appointment for a meeting at school.
- Parents and carers are invited to attend coffee mornings, concerts and shows and termly newsletters are sent out.
- All pupils are given a home-school link book to ensure that parents and carers are fully up to date.
- The Family Support Worker is available to meet and work closely with parents, carers and pupils.
- An annual review of each pupil's statement of SEN/EHCP is held each year which involves parents/ carers and the pupil together with staff and other professionals to review the progress that has been made and set new targets.
- The school will refer or direct parents and carers to the appropriate agency eg. Child and Family Consultation Service (CFCS) to ensure that pupils and their families get the wrap around care they need.
- A parent support group is held on site once a fortnight and offers support, discussions on a variety of topics and Q&A.
- We have an active parent governor on the Governing Body for The Willows School Academy Trust who is also one of the five designated safeguarding leads for the school.

3) How do we assess and review the progress of pupils' progress towards outcomes?

- Pupils' progress is continually monitored by the class team and progress is reviewed formally every term in reading, writing and mathematics, using 'Milestones'. Teachers review pupil's progress against the 'Milestones' and summarise their achievement as Emerging (working towards the National Standard), Expected (working at the National Standard) or Exceeding (working above the National Standard).
- At the end of each key stage (i.e. at the end of year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results that are published nationally.
- Every pupil attending The Willows School Academy Trust has a Statement of Special Educational Needs or an Education Health Care Plan (EHCP) setting out a description of each individual's needs.
- The Local Authority has a duty to review each pupil's Statement or EHCP at least once a year. It can be reviewed more regularly if necessary. Each pupil will have an annual review meeting every academic year in school.
- The annual review looks at pupil's progress against the aims set out in their Statement/EHCP to ensure that the provision and targets in the Statement/EHCP are up to date and relevant.
- The review also helps the school consider whether the Statement/EHCP is still appropriate; plan to support pupil's needs in the future, or to set out new targets for the coming year.
- Parents/carers and pupils are fully involved in the annual review process which is person centred and puts the child and their family at the heart of the decision-making process.
- Other professionals and organisations including Health and Social Care involved with the child and family are invited to the review and are

included in the process.

4) How do we support pupils when transitioning to another year?

All transition into, within and beyond The Willows School Academy Trust is planned carefully to ensure that pupils are prepared and ready for the next phase of their education. The Head Teacher liaises with the primary schools of prospective pupils and where necessary attends annual reviews/ person centred reviews. Once a child has a place at The Willows, visits and time spent at the school will be arranged for pupils and their families to support the transition process.

Transition into secondary school is managed very carefully with support and advice the Family Support Worker and other colleagues. They work closely with pupils and their families to organise visits and taster days.

5) How do we teach pupils with SEND?

The Willows School Academy Trust follows the statutory National Curriculum and also provides additional curriculum and learning opportunities for pupils to maximise pupil success.

There are currently 5 classes, including an EYFS/KS1 group and a specialist ASD group. Pupils are grouped broadly within their stage of development as well as their chronological age and these groupings are continually reviewed to ensure that they are appropriate. Pupil progress is assessed using a variety of different methods in order to accurately identify knowledge, understanding and skills, as well as inform barriers and next steps; staff look for every opportunity to show how small steps are being achieved whilst scaffolding pupil's knowledge and skills. All pupils have access to a bespoke play area for break times and lunch times, a soft play area, access to a Speech and Language Therapist and Educational Psychologist, specialist trained teachers and teaching assistants, a Family Support Worker and a wide of external provision to support their range of needs.

Teachers plan lessons according to the specific needs of individuals in their class. Class sizes range from 4-11 students and each group is supported by at least one teaching assistant to ensure that the needs of all students are met. Specific resources and strategies will be used to support pupils individually and in groups, including booster reading programmes, SALT sessions and additional sessions such as Music Therapy, Kun Fu and Capeiora to support sensory/physical and communication needs. Planning and teaching will be adapted on a daily basis if needed to meet pupils' learning needs.

6) How do we adapt the curriculum and learning environment for pupils with SEND?

The Willows School Academy Trust ensures that the curriculum and equipment used is accessible to all pupils regardless of their needs:

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that pupils' needs are met; work is well differentiated and all barriers to learning are taken into consideration.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups and learning is delivered to match individual

learning styles of pupils; work is broken down into manageable steps and tasks are demonstrated and scaffolded with pupils; pupils are given plenty of processing time and opportunities to revisit, consolidate and secure their knowledge, skills and understanding.

-Special access arrangements are put in place for pupils taking KS2 SATS to ensure they have every opportunity to succeed.

-A wide range of ICT is used to encourage and support learning within class and around school. Banks of iPads, media equipment and computers are readily accessible.

-Pupils have access to different pens and grips to support handwriting, ear defenders and coloured overlays to support independent learning.

-All classes have access to sensory facilities and the soft play area indoors and access to the sensory play area outside at break and lunch times. This includes climbing equipment, a sandpit, a zip wire, a swing and seating area. Teachers also use this area to extend classroom learning.

-There are weekly staff meetings and 5 INSET training days each year, focusing on an area of SEND or the curriculum.

-Class sizes vary but are considerably reduced on account of the needs of pupils; they average between 4 and 11 and are staffed by teachers and teaching assistants experienced in SEND practice.

7) How are the teachers in school supported to work with children with SEND? How is specialised expertise secured?

The school runs a continual professional development programme for all staff to improve the teaching and learning of all pupils. The teachers and teaching assistants at The Willows School Academy Trust have qualifications and experience in a variety of approaches which meets the needs of the school population. We have highly specialised staff who have extensive experience of working with primary aged pupils who have learning difficulties, autism, complex social, emotional and mental health needs and difficulties with a range of communication needs and sensory processing.

We have a Team Teach Trainer as part of our staff, who provides all members of staff with relevant Team Teach training and termly refresher courses and we have a range of additional support provided by our teaching assistants.

We have a dedicated Speech and Language Therapist and an Educational Psychologist on site part-time.

The Willows School also works closely with social care and health care teams to secure good outcomes for pupils and their families.

8) How do we evaluate the effectiveness of our provision for pupils with SEND?

The Willows School Academy Trust evaluates the effectiveness of our provision by using the following criteria:

- Analysis of academic data
- Evaluation of 'best practice' against a yearly action plan
- Taking account of the views of parents and pupil
- Obtaining feedback from agencies
- Recording/collecting valuations from teaching interventions
- Regular visits and feedback from the School Improvement Partner

9) What support is available for improving the emotional and social development of pupils with SEND?

The Willows School Academy Trust is committed to promoting positive behaviour by providing pupils with imaginative and appropriate teaching and learning experiences. Behaviour issues are dealt with in a holistic and supportive manner and the school's behaviour policy promotes mutual respect, courtesy, esteem and a preparedness to learn in a safe and effective working atmosphere.

At The Willows School all pupils are engaged in enrichment activities regularly and PSHE sessions form part of the curriculum to enhance pupil's social, moral, spiritual and cultural (SMSC) development.

The curriculum and approach to teaching and learning supports pupils in developing greater social and emotional skills by focusing on:

- Self Management: managing emotions and behaviours to achieve personal and academic goals.
- Self Awareness: being able to recognise emotions and values, as well as strengths and weaknesses.
- Social Awareness: showing understanding and empathy for others.
- Relationship Skills: being able to form positive relationships, work in teams and deal effectively with others.
- Responsible Decision Making: making the right choices about personal and social behaviour.

Pupils may also be referred for individual intervention to support their social and emotional development:

- Play Therapy
- Family Support Work
- External agencies such as CAMHS, psychotherapy, counselling.

Pupil's emotional health and well-being are also supported by:

- The school's safeguarding policy
- The school's anti-bullying policy
- The Head Teacher, Deputy Head Teacher and all staff continually monitor the emotional health and well-being of all pupils.

10) How does The Willows School Academy Trust involve other people in meeting the needs of pupils with SEND and in supporting the families of such pupils?

We make referrals to outside agencies requesting additional support following a discussion with parents.

Multi Agency Provision including Local Authority Provision delivered in school

- SALT
- Behaviour Support Service
- Sensory Service
- Educational Psychology Service
- Parent Partnership Service

<u>Health Provision delivered in school</u> -Speech and Language Therapy -School Nurse -Occupational Therapy -Children and Adolescent Mental Health Service (CAMHs)	
11) What are the arrangements for handling complaints from parents/carers of children with SEND about the provision made at the school?	
Any concerns are to be made to the Head Teacher, Mr Malcolm Shaw, in the first instance who will arrange for the appropriate person to address the key issue. Parents/ carers should refer to the Complaints Handling Policy on the website for more information or contact the Chair of Governors John Knight.	
12) Named contacts within the school for when pupils, parents or carers have concerns	
Mr Malcolm Shaw – Head Teacher Mr Paul Gregory-Hunt – Deputy Head Teacher	
Related Policies	
-Behaviour Policy -Attendance Policy -Admissions Policy -Equalities Policy	-Safeguarding Policies -Accessibility Plan -Teaching and Learning Policies

This Report was ratified by Governors on ...

Signed _____ (Chair of Governors)

Signed _____ Mr Malcolm Shaw (Head Teacher)