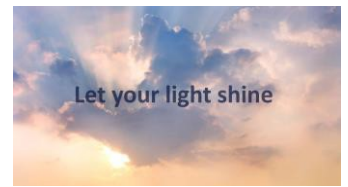




Weston on Trent SEND Information Statement.



At Weston-on-Trent Church of England (Aided) Primary School we endeavour to ensure that pupils are both engaged and challenged in their learning, using a wide variety of teaching strategies, skills and up-to-date learning resources. We cater for those who require additional support in academic, social and physical areas; we always place the child at the centre of every decision made. We strive to ensure that pupils enjoy their time at school and access a curriculum that is both relevant and purposeful.

Thanks to our strong links with the Local Authority, our dedicated staff and our drive to always better ourselves, we work together to 'unlock potential' in the 'whole child', preparing them for their role in the society of the future. We strive to recognise achievement in all areas and not simply those that can be measured by charts, graphs and tables.

Legal framework

Equality Act 2010: advice for schools DfE Feb 2013.

SEND Code of Practice 0-25 (July 2014)

The Children and Families Bill 2014

The children and families act is all about reforming services for vulnerable children, reflecting the current Government's determination to give every child, whatever their start in life, an equal chance to be the best that they can be. The Children and Families Act 2014 (which came into force on September 1st 2014) extends the Special Educational Needs system from birth to 25, giving children, young adults and their parents greater control and choice in decisions and ensuring their needs are properly met. This Act moves forward from the reform programme set out in Support and Aspiration: a new approach to special educational needs and disability.

- Schools SEND Information Report Regulations (2014)
- Safeguarding Policy.
- Statutory Guidance on supporting pupils at school with medical conditions April 2014.
- Accessibility Plan.
- Teachers' Standards 2012.

Frequently asked questions. How is SEN defined?

The Special Educational Needs Code of Practice (July 2014)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions



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The Special Educational Needs Code of Practice (July 2014) identifies 4 broad areas of need:

- Communication and Interaction – children who have difficulty communicating with others.
- Speech, language, and communication needs (SLCN).
- Autism Spectrum Disorder (ASD) – difficulties with social interaction.
- Cognition and Learning – children who learn at a slower pace than their peers, even with appropriate differentiation.

The needs could present as:

- Moderate Learning Difficulties (MLD).
- Severe Learning Difficulties (SLD) – where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD) – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific Learning Difficulties (SpLD) – affecting one or more specific aspects of learning e.g. dyslexia, dyscalculia and dyspraxia.
- Social, Emotional and Mental Health Difficulties – wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging and/or disruptive behaviour, anxiety, depression, self-harming, substance misuse, eating disorders and other physical symptoms.
- Attention Deficit Disorder (ADD).
- Attention Deficit Hyperactive Disorder (ADHD).
- Attachment Disorder.
- Sensory and/or Physical Needs.
- Visual Impairment.
- Hearing Impairment.
- Multi-sensory Impairment.
- Physical Disability.

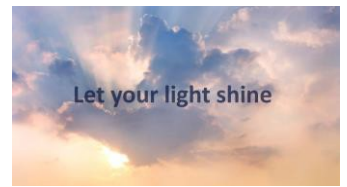
In practice, individual children will have needs that cut across a number of areas and their needs may change over time.

The following children may not have SEN, but they may have a need which could impact on their progress and attainment. These children will be identified on the provision map to enable us to monitor their progress.

- Pupils with a disability where the school has made 'reasonable adjustments' to meet their needs.
- Attendance and Punctuality issues.
- Health and Welfare needs.
- Have English as an additional language (EAL).
- Are in receipt of Pupil Premium funding.
- Is a Child in Care (CIC) / Looked After Children (LAC).
- Is a child of a parent in armed forces.



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How does the school know if my child has SEN?

Weston on Trent C of E Primary School has a clear approach to identifying and responding to SEN, identifying need at the earliest point and making effective provision. Current skills and levels of attainment are taken at entry, building on information from previous settings and termly assessments of progress of pupils are recorded. Through regular assessments, pupils making less than expected progress given their age and individual circumstances can be identified. This can be characterised by progress which:

- Is significantly lower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The first response to such progress is high quality teaching targeted at areas of weakness. Where progress continues to be less than expected, further assessment is carried out by the school's Special Educational Needs coordinator (SENCo), Martin Stephens, along with the class teacher as to whether the child has SEN. Informal gathering of evidence will include the views of the pupil and their parents. Intervention can then be put in place to secure better progress where required. An individual provision/support plan will be created outlining our approach to supporting the child in question.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists from outside agencies.

More information on support available within Derbyshire can be found on the Derbyshire Local Offer for SEND website at <http://www.derbyshiresendlocaloffer.org/>

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, further assessments by external agencies will be sought. The school will always ask permission of parents before approaching other professionals and outside agencies about their child.

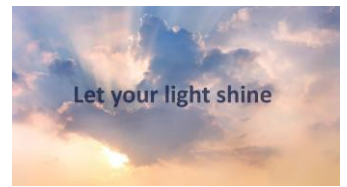
In deciding whether to make special educational provision, the teacher and SENCo consider all the information gathered from within the school about the pupil's progress. For higher levels of need, specialist assessments from external agencies and professionals are sought. The purpose of identification is to work out what action the school needs to take. Individual children may have needs that cut across all four areas of need and their needs may change over time. A detailed assessment of need should ensure that the full range of an individual's needs is identified, and remove barriers to learning, including where necessary, the use of specialist equipment or software. We do not assume, just because a child is making slower progress than expected or teachers are providing different support, help or activities in class, that the child has SEN. **Please let us know if you have any concerns about whether your child may have special educational needs.**

What will Weston on Trent C of E Primary School do to support my child's learning?

Assess



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The class teacher, working with the SENCo, carries out a clear analysis of the pupil's needs, drawing on teacher assessments and experience of the pupil, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Assessment is reviewed regularly, to ensure that support and intervention are matched to need, barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. Outside professionals may already be involved with the child and where this is the case, they should liaise with the school to help inform the assessments.

Plan

Where it is decided to provide a pupil with SEN support, the teacher and the SENCo should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a clear date for review. This information will be detailed on the child's provision/support plan along with the support provided and any teaching strategies or approaches that are required. The plan will also detail parental involvement to reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the child on a daily basis through quality first teaching. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They should work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses and advises on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed termly. The impact and quality of the support and intervention is evaluated by the SENCo and this feeds back into the analysis of the pupil's needs. The class teacher working with the SENCo revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. This informs the school's provision map which is amended termly as pupil needs change.

The provision map shows all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. In order to evaluate the effectiveness of an intervention, pupil progress is tracked using the school's tracking data. This helps to see whether an intervention has been effective and to remove those interventions that have been less so. The SENCo reports annually to the Governors on the impact of interventions and whether any additional support offered has had an impact on the child's educational progress (July each year). Assessment is an integral part of planning, teaching and learning.

The teachers use suitable forms of assessment, based on Learning Objectives/Outcomes which are clear, realistic and understood by the children. The children's written work is regularly reviewed to highlight the strengths and areas for improvement, using



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approaches that are well understood by children and their parents/carers. The level and nature of the children's prior attainments influence the selection and use of teaching methods and skills and content. The children's strengths are consolidated, and their weaknesses are addressed. Summative assessment of learning is used to measure performance and clearly indicates a standard of children's attainment. It is carried out at the end of a period of learning.

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school may consider applying for Inclusion Funding or an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of the SEN support.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some children may be high achieving academically, but may require additional support in communicating and interacting socially.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, there will be an assessment to determine whether there are causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. A multi-agency approach may be used if many specialist services are involved with a particular child or if it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour.

Staff are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events can have an impact on well-being. We ensure appropriate provision is made in order to prevent problems escalating. Where there are long-lasting difficulties, we would consider whether the child might have SEN.

How will the curriculum at Weston on Trent Primary School be matched to meet my child's needs?

All pupils have access to a broad and balanced curriculum. At Weston on Trent C of E Primary School, we base our teaching on our knowledge of the child's prior attainment and knowledge; our prime focus is to develop further knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability, removing barriers to pupil achievement. Work is adapted to accommodate the full range of abilities to ensure that every child achieves. When planning work for children with SEN we give due regard to information and targets contained in the children's SFP's. We have high expectations of all children and we believe that their work here is of the highest possible standard.

We use the school curriculum plan to guide our teaching and this provides details of what is to be taught to each year group. We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:



- setting suitable learning challenges;
- overcoming potential barriers to learning and assessment for individuals and groups of children such as providing a reader or a scribe;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and strategies suggested by physical support).

Teachers modify teaching and learning for children with SEND.

For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. Teachers ensure that the work for these children:

- Takes account of their pace of learning and the equipment they use;
- Provides additional visual cues to aid memory (dual coding);
- Provides additional support such as word banks to support children with SEN;
- Makes physical adjustments to the learning space to support SEN eg a writing ramp;
- Uses assessment techniques that reflect their individual needs and abilities.

How will I know how well my child is doing?

Parent consultations are conducted twice a year, in the autumn term and again in the spring term. These meetings inform parents/carers of the progress their child is making. Parents are also given a written end of year report and a tracking report at the end of the autumn and spring terms.

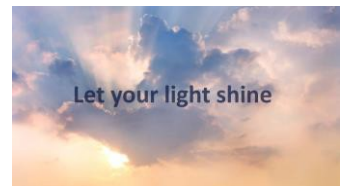
If your child has Special Educational Needs or other circumstances which make them vulnerable to under achievement then they are closely monitored by not only the class teacher and Headteacher but also the SENCo and subject leaders. These children will have a provision/support plan or an Education, Health and Care Plan (EHCP) and some children will be supported by the Derbyshire Local Offer of Inclusion Funding.

Provision/support plans will be discussed with parents. Children and their parents with EHCP plans will also be invited to an annual review meeting with all agencies involved in supporting your child's health, education and welfare. Pupil participation and listening to the views of the pupil are an important part to any discussions and decisions made in school.

As part of the planning and reviewing process, pupils are either involved in all or part of the discussion itself, or their views are gathered as part of the preparation. Pupil's views are sought during the annual review process for a child with an EHCP. Information from the child is gathered beforehand. In some cases, the child is involved during part of the meeting to ensure his/her views are important in the decision process. The school works closely with the local authority and other specialist services when preparing a child for an Education Health and Care (EHC) needs assessment. Local authorities must consult the child and the child's parents throughout the process of assessment and production of an EHC Plan. They should also involve the child as far as possible in this process. The needs of the individual child should sit at the heart of the assessment and planning process.



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Planning should start with the individual and local authorities must have regard to their views; the wishes and feelings of the child, child's parents, their aspirations, the outcomes they wish to seek and the support they need to achieve them.

The assessment and planning process should enable the child and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future. We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. In accordance with the school's 'Open Door' policy, parents are encouraged to contact the child's class teacher, the Headteacher and/or the SENCo as needed. Arrangements can be made by talking to the member of the school leadership team on the gate at the start or end of the day, contacting the school office or emailing the Headteacher or SENCO direct.

How will my child be included in activities outside the classroom including school trips?

Intra and extra-curricular activities in school are varied on a termly basis. Where planning shows that your child will need support to attend/take part then everything possible will be put into place to make this so. Adjustments made to include a disabled child or young person should not impinge unduly on the planned purpose of the activity. Expectations of staff must be reasonable, so that what is required of them (to include a given young person) is within their competence. (Reference: Off Site Visits Policy). All residential trips are planned alongside Derbyshire County Council (DCC) accredited providers and in the event that reasonable adjustments need to be made for your child this will be done so sensitively by school staff, centre staff and in consultation with you. Day trips are planned and risk assessed by class teachers, the educational visits coordinator and the Headteacher. Where adjustments need to be made to the staffing levels or itinerary they will be done so sensitively in consultation with you and your child.

Please discuss any concerns you have with us so we can plan for inclusion. Please refer to our equality policy which can be obtained from the school office.

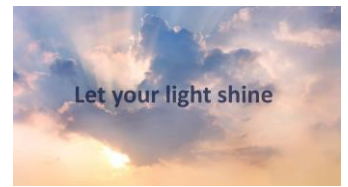
What support will there be for my child's overall well-being?

At Weston on Trent C of E Primary School each class has, not only a fully qualified and carefully chosen class teacher and trained support staff to meet the children's needs.

Your child, depending on their level of educational need and support, will also access other experienced specialist teachers and teaching assistants in order for their individual needs to be fully met. Alongside meeting their educational needs is our determination to ensure that their social and emotional development continues to progress in order to allow them to feel confident in their ever-increasing abilities and more at ease in social situation within school.



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Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression.

Weston on Trent C of E Primary School is committed to investing in our pupils' health and well-being. Personal, social health and economic education is taught within the age-appropriate Jigsaw Scheme of work.

Pastoral support for children who experience difficulties as well as targeted intervention where appropriate for vulnerable individuals, is developed through class situation as well as the school's specialist nurture-trained TA, the Positive Play programme and outdoor learning activities.

The school has a positive relationship with Derbyshire County Council Inclusion Support Service and advice and support is sought as needed for a child. The school has a warm, caring nurturing environment where children are encouraged and supported, but some children do need extensive support in order to support them emotionally to lessen behavioural issues. Some children with medical conditions may be disabled. Some may also have SEN and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. Plans are reviewed at least annually or earlier if evidence is presented that the child's needs have changed. If your child has a toileting issue you will be asked to meet with your child's class teacher to ascertain the level of input need by staff and the resources needed to help your child become self-sufficient, as far as possible. **You would also need to write a letter of consent to allow a member of staff to help clean your child.** You would be encouraged to be involved as much as possible with the move towards greater independence. You and your child will, at all times, be involved in any discussions towards increasing their independence, self-esteem and social and emotional skills.

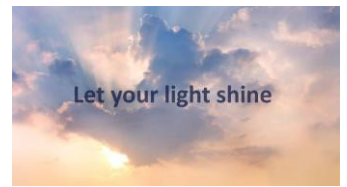
Children in Care (CiC) are the responsibility of Derbyshire County Council. Part of the legal responsibilities of the council is to support the educational provisions and to monitor the educational progress of all children and young people. Derbyshire County Council has a Virtual Headteacher, who is in charge of the Children In Care Education Service Team. Each school also has a Designated Teacher for Children in Care.

At Weston on Trent Primary School our designated teacher is Mr Mark Hibbert. Together with the SENCo, these professionals would work together to plan support needed for Children in Care. Additional funding would also be discussed as appropriate to support Children in Care as detailed below:

Sources of financial support to promote the inclusion, progress and attainment of children in care.



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- Pupil Premium for children in care in Derbyshire schools
- Inclusion Funding
- Personal Education Allowance (PEA)

Who can I contact if my child has special educational needs?

SENCO- Martin Stephens senco@westoncofe.derbyshire.sch.uk

Headteacher- Mark Hibbert headteacher@westoncofe.derbyshire.sch.uk

SEND GOVERNOR- Phil Curnock pcurnock@westoncofe.derbyshire.sch.uk

What specialist services and expertise are available at or accessed by Weston on Trent Primary School?

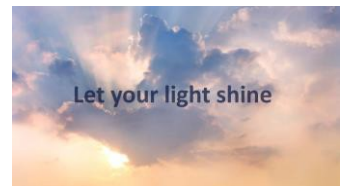
In caring for and educating your child, we recognise the need to work in partnership with you and a range of other services that can support your child's learning journey. Martin Stephens (SENCo) and staff in school have close working partnerships with the following teams and specialists:

- Derbyshire Information, Advice and Support Service for SEND
- Derbyshire School Support service for children with Special Educational Needs (SSSEN)
- HCA Educational Psychologist Service
- Specialist Community Advisors (SCAs)
- Child and Adolescent Mental Health Service (CAMHS)
- NHS Speech and Language Therapists (SALT)
- NHS Physical Impairment Team – including physiotherapists
- NHS Occupational Therapy Services
- Derbyshire Inclusion Support Service
- The Consultant Community Paediatrician
- The Local Authority
- Social Care Team
- The school nurse
- The Specialist Community Learning Disability Nurse
- Children First Information about support available within Derbyshire and specialist services and expertise that are available and accessed by the school, can be found on the Derbyshire Local Offer website: <http://www.derbyshiresendlocaloffer.org>

Regular continuous professional development ensures that all staff are aware of best practice in meeting the needs of children with SEN. For instance, our SENCo is a trained autism advocate and is able to support the wider staff in their understanding of ASD.



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How accessible is the school for my child?

Weston on Trent Primary School is a modern building on one floor that is fully wheelchair accessible and the SENCo is always happy to discuss any other accessibility needs.

How will the school prepare and support my child to join the school or transfer to a new school or setting?

Support is provided for children with SEND on transition. This is usually co-ordinated by the SENCo. This could be a child joining the school, transferring to a new school or to the next stage in education. All services and professionals involved work with the child, family and school to ensure a planned transition is in place. They gain a good understanding of the child's individual needs, including their learning difficulties or disabilities, to ensure continuity and the best outcomes for the child and develop a transition plan. For a young person with an EHC plan, the local authority should ensure that the transition and support is well planned, is integrated with the annual reviews of the EHC plans and reflects existing special educational and health provision.

Prospective parents are invited to the school prior to applying for a place at the school, receive a tour of the school and have the opportunity to speak to key staff at the school including the SENCo. Parents are encouraged to speak to the school about any concerns they have regarding their child and the school environment. New parents are encouraged to attend a summer term meeting to further discuss their child's needs and help the school to plan for SEND children in advance of them starting school. Visits to pre-school settings are also undertaken by the school's foundation stage teacher.

For a vulnerable child leaving Weston on Trent Primary School to attend the local secondary school a longer planned transition will be arranged. This is done in consultation with parents. The child will be given the opportunity to attend additional induction visits. During this time, the child will get to know staff they will come into contact with; they will have tours around the school so that it is not unfamiliar to them and they will have the opportunity to take photographs and produce a book to look at over the summer term. These photos can also be used to tell their classmates all about their visits. The secondary school SENCo, Martin Stephens and your class teacher will discuss progress made so far and ideas for future targets. You and your child will be invited to share these meetings and add to the individual programme being tailored to best suit your child's needs.

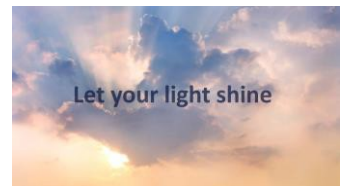
For vulnerable pupils leaving Weston on Trent Primary School to attend another primary school wherever possible every effort will be made to ensure a well-planned transition package, time and distance dependent.

How can I get involved in the school?

Parents are always welcome at Weston on Trent Primary School. We see your child's journey through our school as a three-way partnership between you, your child and us: all interdependent and all working together. We value the contribution that parents make and the critical role they play in their child's education. We take account of the wishes, feelings and knowledge of parents at all stages. The parent meetings outlined earlier are information evenings and meetings which will tell you about your child's routines and progress through school. These meetings and the plans drawn up from them will include things for you to rehearse at home and will involve you in helping your child to achieve the best they can.



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We welcome any parent who would like to help in any way in school however big or small, frequent or occasional. We have a healthy Parent, Staff and Friends Association (PSFA) which all are welcome to join ([see the school website for further information](#)).

For further information please contact the school office on 01332 700488 and ask to speak to Mr Mark Hibbert (Headteacher) or Mr Martin Stephens SENCo.

You may also wish to look at the Derbyshire local offer for SEND. The Derbyshire Local Offer provides clear, comprehensive and accessible information about special educational, health and social care provision for children with SEND and how to access it. This includes relevant regional and national specialist provision, such as provision for children with low incidence and more complex SEN.

Information on the Derbyshire local offer can be found at:

<http://www.derbyshiresendlocaloffer.org/>

All reference to policies in this document are available via the school office or are on the school website:

[Home | Weston on Trent Church of England \(Aided\) Primary School \(westoncofe.derbyshire.sch.uk\)](#)

Our SEN Information will be reviewed and updated annually.