



Waterhouses CE Primary Academy and Nursery

Special Educational Needs and Disability Information Report

Prepared by:	Rachel Linton
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Approved by	Governing Body 5-3-24



Special Educational Needs and Disability Information Report 2024-5

Aims of this SEND report

The aims are:

- To ensure that children and young people with special educational needs or disabilities (SEND) fully engage in the activities of the school alongside their peers.
- To ensure that reasonable adjustments are made for those pupils with SEND ensuring full access to the curriculum and the environment.
- To provide special educational provision for pupils where "additional to and different from" provision is required within the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory and / or physical needs
- To request, monitor and respond to parent / carers' and pupils' views to ensure collaborative and positive relationships.
- To ensure a high level of staff expertise to meet pupil need through well-targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs?

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision." Code of Practice 2014

The school reflects what the Code of Practice states (P88 Section 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had relevant adjustments and strategies, including good personalised teaching. This is known as SEN support. 5 We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents of the children/young people themselves. Equally, it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, the pupil's previous school or the pupil themselves.
- Tracking of attainment outcomes indicate a lack of progress.
- Pupil observation indicates that they have additional needs in one of the four areas of need.

What should I do if I think my child may have special educational needs?

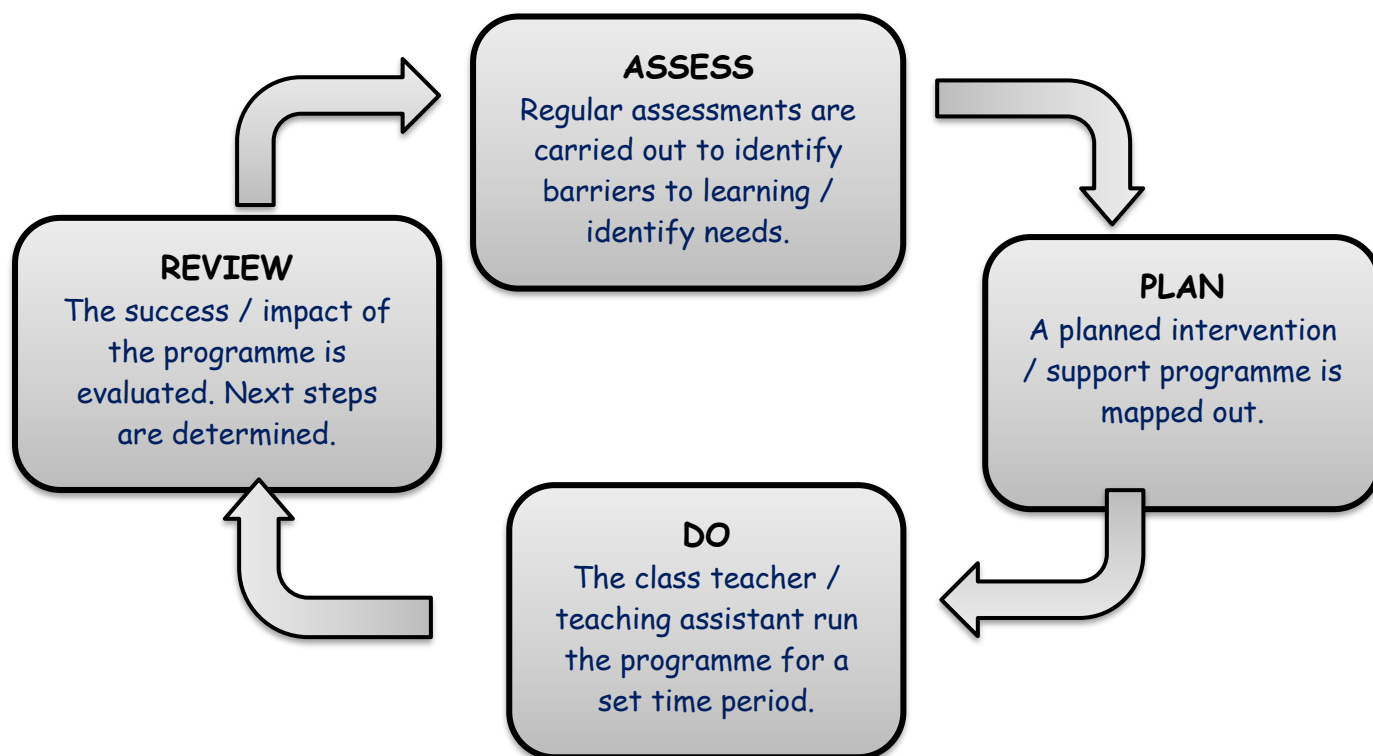


The SENDCo at Waterhouses CE Primary Academy is:
Mrs Rachel Linton / 01538 308356
headteacher@waterhouses.staffs.sch.uk

- If you have concerns, then please firstly discuss these with your child's teacher. This then may result in a referral to the school Special Educational Needs and Disability Coordinator (SENDCo).
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will I know how the school supports my child?

- All pupils will be provided with high quality teaching that is adapted to meet the diverse needs of each learner.
- Pupils with a disability will be provided with "reasonable adjustments" in order to facilitate their access to the curriculum.
- Pupils who are failing to make expected levels of progress are identified quickly. Provision is determined using a continuous assessment cycle:



- If review of the action taken indicates that "additional to and different from" support will be required, parents / carers will be informed that the school considers their child may require SEN support.
- SEN support will be recorded on an IEP (Individual Education Plan) that will identify a clear set of expected outcomes / targets, or a *Pupil Profile* which lists the reasonable adjustments which are required to support the pupil.
- Progress towards these outcomes / targets will be tracked and reviewed termly (more often if appropriate) with the parents / carers and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high-quality interventions and quality whole class teaching, advice will be sought from external agencies

regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Special Educational Needs Inclusion Service (SENIS)
 2. Autism Outreach Team
 3. Hearing Impairment team
 4. Visual Impairment team
 5. Educational Welfare Officers
 6. Physical Difficulties Support Service (PDSS)
 7. Social Services
 8. CAMHS (Child & Adolescent Mental Health Service)
 9. Occupational Therapy
 10. The Behaviour Support Team
 11. The Staffordshire Moorlands SEND and Inclusion Hub
 12. Educational Psychologist
- For a very small percentage of pupils, whose needs are significant and complex, and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How will the curriculum be matched to my child's needs?

- Teachers plan using knowledge of pupils' capabilities, adapting work to match the ability of pupil and / or using strategies and resources to enable pupils to achieve learning objectives. When a pupil has been identified as having special educational needs, their work may be adapted, or reasonable adjustments will be made to remove barriers to learning and scaffold learning to enable them to access the curriculum. In addition, they may be provided with additional support that could include specialised equipment or resources, ICT and/or additional adult help.
- Meeting the needs of pupils may require the learning environment to be adapted. This can affect: seating arrangements; layout of the classroom; the information which is on display; use of specialised furniture; lighting and noise levels. Such reasonable adjustments will be decided in collaboration with parents / carers and a 'Pupil Profile' to formalise these adjustments will be written to that all staff are aware of a child's personalised needs.

How will I know how my child is doing?

Progress towards the identified outcomes will be shared with parents termly through the school reporting system, parents' evenings and termly IEP review meetings. Furthermore, there are a number of other opportunities to discuss and share progress (including celebratory events / texts home).

What opportunities are there for parents to voice their opinions?

Our parents' opinions and contributions are highly valued here at Waterhouses CE Primary Academy and Nursery. Parents are welcome to contact us at any time. We have a number of other additional contact opportunities: termly IEP reviews; parents' evenings; transition meetings; meetings involving outside agencies.



What opportunities are there for pupils to voice their opinions?

Equally, our pupils' opinions and contributions are highly valued. Pupils have a number of formal opportunities to voice their views:

- Termly IEP reviews
- Termly parents' evenings
- Pre and post intervention discussions
- School council meetings
- Pupil interviews / questionnaires

How will you help me to support my child's learning?

- The school website contains details of support groups and organisations which can offer support.
- Additionally, the class teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- SENDIASS (Staffordshire Family Partnership).

SENDIASS Staffordshire Family Partnership is for parents and carers of children with special educational needs.

This team help develop closer links and better communication, between families and all involved with their child. This could include schools, education and social care, voluntary organisations and other professionals involved, with a child who may have a special educational need.



Contact: 01785 356921

[Click here for the SENDIASS website.](https://www.staffs-iass.org/home.aspx) (<https://www.staffs-iass.org/home.aspx>)

Where can I find information from the Local Authority?

What is the Local Staffordshire Authority Offer and where can I find it?

The 'Staffordshire Connects' website contains lots of useful information.

The 'Local Offer' can be found by clicking the link below.

Information and support for families with regard to COVID-19 can also be found here.

[Click here for The Local Offer.](#)

[https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.p
age?localofferchannel=0](https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0)



0300 111 8007 sendreferrals@staffordshire.gov.uk

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

The school offers a wide variety of pastoral support for pupils. These include:

- Our Personal, Social, Health Education (PSHE) curriculum aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- All staff promote positive behaviour management systems; bullying is not tolerated at St. John's. Our Positive Behaviour and Anti-bullying policies can be found on the school website.
- Two staff members are Mental Health First Aider trained (Mrs Samways and Mrs Linton)
- Mrs Samways works alongside Mrs Linton to provide pupils with an opportunity to discuss their concerns in a relaxed environment. Teaching Assistants also support in this work. Pupils may be given strategies to address their concerns and further action may be taken if appropriate:
 - referrals to outside agencies (CAMHS).
 - a Pupil Profile may be written which lists reasonable adjustments which support the child's well-being.
- We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. (<https://www.legislation.gov.uk/ukpga/2010/15/contents>)



Pupils with medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with parents, advice from health professionals and if appropriate, the pupil themselves. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) (<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>).

What training do the staff supporting children and young people with SEND undertake?

Staff training includes:

- Precision Teaching (SENDCo / TAs)
- Adverse Childhood Experiences (SENDCo / Class teachers)
- Autism Awareness
- Accelerating Reading
- Mental Health First Aid / Mental Health Lead training

How accessible is the school environment?

- There is a disabled toilet available for pupils, staff and visitors.
- All corridors and entrances are double door widths and accessible for wheelchairs.
- All outside doors have ramps to the playground and school entrance area.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities (including school visits).

The school's Accessibility Policy can be found on the school website

www.waterhouses.staffs.sch.uk

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:-

- Where appropriate, a transition plan will be put in place.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- Where appropriate, the SENDCo and class teacher meet with new parents of pupils who are known to have SEND to allow concerns to be raised and reasonable adjustments to be made

to address perceived challenges prior to entry. The SENDCo and Early Years staff also meet with support staff from pre-school / external agencies where appropriate.

- If pupils are transferring from another school, the previous school records will be requested immediately, and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. Where appropriate, these opportunities are further enhanced for pupils with special educational needs.
- The annual review in Year 5 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- A number of transition events with the local high school take place in Year 4 and 5.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to support pupils with SEND from a number of sources: a proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The National SEN budget.

In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment, facilities or adult support through:

- Small group support from teaching assistants e.g. literacy and numeracy support.
- Specialist support from teaching assistants, e.g. 1:1 focussed intervention.
- Support to implement advice from external agencies e.g. speech and language support.
- Provision of specialist resources

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following:

- Your child's class teacher.
- The Headteacher / SENDCo.



The Headteacher/SENDCO :
Mrs R Linton
01538 308356

headteacher@waterhouses.staffs.sch.uk

The governor with the responsibility for
Special Educational Needs:

Mrs S Carrington
01538 308356

office@waterhouses.staffs.sch.uk

How is SEND provision evaluated?

The provision for pupils with SEND is continually evolving through evaluation to ensure that we are providing the best possible service through use of:

- Pupil voice
- Parent voice
- Intervention evaluation
- Trustee / Governor / Senior Leadership scrutiny
- Observations

- Data analysis

Staff at Waterhouses CE Primary and Academy and Nursery look forward to welcoming you to our school.

Appendices

Clause 64

The Special Educational Needs (Information) Regulations came into force on 1st Sept 2014.

This clause provides details on the prescribed information that must be included in the school **SEN information report**. Mainstream schools must include information on schedule 1. This must then be published on the school website.

Schedule 1 Regulation 3(a)

1. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.
2. The school's arrangements for assessing the progress of pupils with special educational needs
3. The name and contact details of the SEN co-ordinator.
4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
5. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
6. The role played by the parents of pupils with special educational needs.
7. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
8. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Revision of the SEN and Disability Code of Practice

Schools

4.34 Schools have additional duties under the Special Educational Needs and Disability Regulations 2014. Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.

4.35 The information must also include information about **the arrangements for the admission of disabled pupils**, the steps taken to prevent disabled pupils from being treated less favourably than other pupils, the facilities provided to assist access for disabled pupils and the schools' accessibility plans. The school-specific information should relate to the school's arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.

Second revision of the SEND Code of Practice April 2014;

<https://www.gov.uk/government/consultations/revision-of-the-send-code-of-practice-0-to-25-years>

Schools admission:

<https://www.gov.uk/government/publications/school-admissions-code>

Staffordshire guidance:

<https://www.staffordshire.gov.uk/Education/Admissions-primary/home.aspx>



“Let your light shine”

Make your light shine, so others will see the good you do and will praise your Father in heaven. Matt 5 v 16