

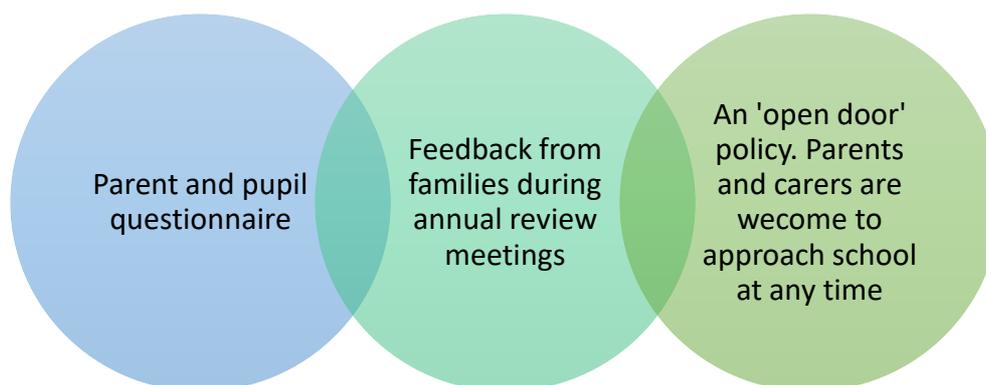


## Willow Fields Primary School SEND Information Report

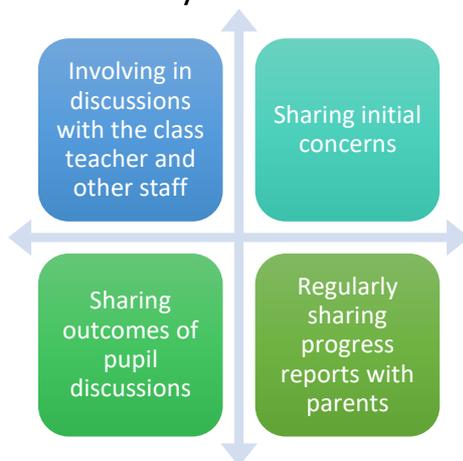
Willow Fields Community Primary School is a fully inclusive school, which ensures that all pupils achieve their potential – personally, socially, emotionally, physically and educationally.

Our local offer informs you of how we support pupils with special educational needs and disabilities.

We aim to support all pupils with special educational needs and disabilities – as well as their families. Parent and pupil views are very important to us; these are collected in the following ways:



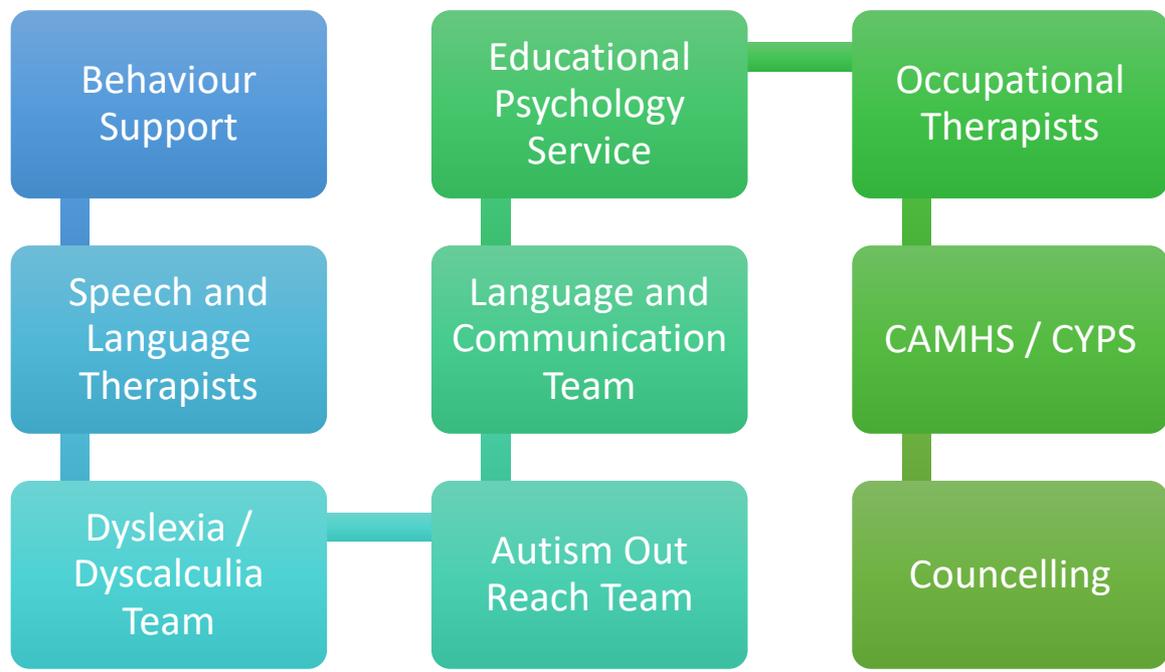
We will let families know about any concerns about a pupil's learning by:



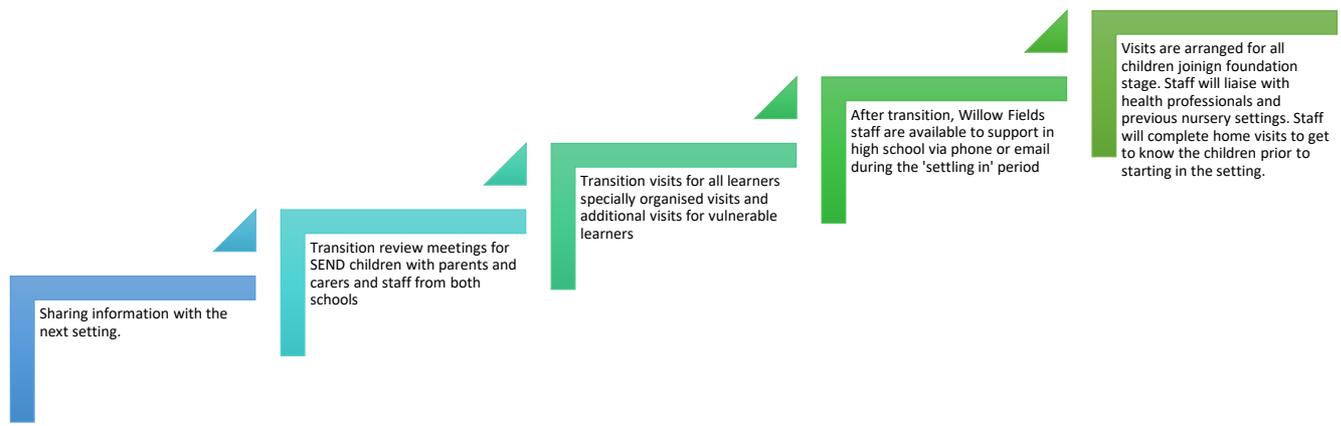
Identifying a child as having special educational needs is not a simple process and we promise to involve parents and carers during this process. When a pupil is identified as having special educational needs, we support their development and progress by -



At Willow Fields Primary School, we believe that a collaborative approach is vital in order to achieve the best outcomes. External agencies providing services to children with a special educational need or disability will include:



We work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and co-ordinated planning of the transition. We provide the following support to pupils when they are leaving our school:



### Staff Arrangements – >

Support staff are placed where they are needed throughout school to ensure effective pupil progress and independence.

### Staff Training ->

We believe that every teacher is a teacher of every child and each teacher at Willow Fields Primary School is committed to providing an adaptable, inclusive learning environment.

All staff have completed, and will continue to receive a range of on-going training in special educational needs and disabilities. We encourage sharing of practice and promote a pro-active approach to our own development needs.

Our SENDCo (Mr Warren Dawson) provides advice and guidance to staff and is available to consult with parents and carers wherever appropriate.

### Further Information ->

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils with special educational needs and disabilities.

Other useful documents such as our Special Educational Needs Policy, Inclusion Policy, Accessibility Plan and Single Equality Action Plan are also available on our website.

Our self-evaluation process will look at teaching and learning for pupils with special educational needs and disabilities.

All school related activities are evaluated in terms of their benefit to the learning and inclusion of all pupils with special educational needs and disabilities.

If you would like further information about what we offer here at Willow Fields Primary School then please contact our SENDCo Warren Dawson on 0191 5491509

## School Entitlement Offer to Pupils With Special Educational Needs and Disabilities

Communication and Interaction Needs	Support Available within School
<p>E.g.</p> <ul style="list-style-type: none"> <li>* Autistic Spectrum Disorders</li> <li>* Speech, Language and Communication needs</li> <li>* Social Communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>- Visual timetables</li> <li>- Areas of low distraction</li> <li>- Support / supervision at unstructured times of the day</li> <li>- Friendship programme and nurture groups</li> <li>- Small group work to improve skills</li> <li>- ICT to support learning</li> <li>- Ear defenders</li> <li>- Strategies and programmes to support speech and language development</li> <li>- Strategies to reduce anxiety / promote emotional well-being</li> <li>- Where appropriate we will use support and advice from external agencies to meet the needs of pupils</li> <li>- Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil</li> <li>- Differentiated curriculum and resources</li> </ul>

Cognition and Learning Needs	Support Available within School
<p>E.g.</p> <ul style="list-style-type: none"> <li>* Moderate Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>- Strategies to promote / develop literacy and numeracy</li> <li>- Provision to support access to the curriculum and to develop independent learning</li> <li>- Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas i.e. reading skills</li> <li>- ICT used to reduce barriers to learning where possible</li> </ul>

	<ul style="list-style-type: none"> <li>- Support and advice is sought from external agencies to ensure any barriers to success are fully identified and responded to</li> <li>- Access to teaching and learning for pupils with special educational needs is monitored through our self-evaluation process</li> <li>- Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil</li> <li>- Differentiated curriculum and resources</li> </ul>
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Social, Mental and Emotional Health	Support Available within School
<p>E.g.</p> <ul style="list-style-type: none"> <li>* Behavioural needs</li> <li>* Social needs</li> <li>* Mental Health Needs</li> <li>* Emotional Health and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>- Our ethos values all pupils</li> <li>- Behaviour management systems encourage pupils to make positive decisions about behavioural choices</li> <li>- The behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions</li> <li>- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities</li> <li>- We provide pastoral care for all pupils</li> <li>- Support and advice is sought from external agencies to support pupils where appropriate</li> <li>- Individual behaviour plans are written</li> <li>- Small group programmes are used to improve social skills and help them to deal more effectively with stressful situations</li> <li>- Outdoor learning is used to offer a different approach to the curriculum</li> <li>- There is a nurture group to support pupils</li> </ul>

	<ul style="list-style-type: none"> <li>- Information and support is available within school for behavioural, emotional and social needs</li> </ul>
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Sensory and Physical Needs	Support Available within School
<p>E.g.</p> <ul style="list-style-type: none"> <li>* Hearing / visual impairment</li> <li>* Multi-sensory impairment</li> <li>* Physical and Medical needs</li> </ul>	<ul style="list-style-type: none"> <li>- Advice and support is sought from external agencies to support pupils where appropriate</li> <li>- ICT is used to increase access to the curriculum</li> <li>- Support to access the curriculum and to develop independent learning</li> <li>- Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs</li> <li>- Access to medical interventions and specialist training</li> <li>- Access to programmes to support occupational therapy and physiotherapy</li> <li>- Support with personal care if and when needed</li> <li>- Staff training to ensure understanding of the impact of a sensory need upon teaching and learning</li> <li>- Staff fully trained and understand and apply the administration of medicine policy</li> <li>- The SENDCo completes any necessary training in order to offer advice and guidance to staff about the needs of pupils</li> <li>- Care plans are written to raise awareness and ensure staff are vigilant</li> <li>- Entrances to the school allow wheelchair access plus disabled toilets and facilities</li> </ul>

If you have any concern about your child's special educational needs or disability, their progress or the support you receive, we would ask that you come into school to discuss matters further with your child's class teacher, the SENDCo or the headteacher.

Although schools complaints procedures are in place and can be accessed through our website, we would always hope to resolve any issues or concerns informally by working in partnership with parents and carers.

Review Date: November 2019