



**WILLOW TREE FEDERATION
COMMUNITY PRIMARY SCHOOL**



SEND Information Report

Mission Statement

The children are at the heart of everything we do at Willow Tree Federation. We take a holistic approach to child development and we are privileged to support our children, families and the wider community to change and enhance lives.

We celebrate the wide diversity of the backgrounds, beliefs, talents and interests of our children and we recognise learning happens in communities and empowers them. As a federation at the heart of its community, we understand and respect the positive impact we can have. We plant the seed that grows the future!

The information outlined in this document applies to all children who attend Willow Tree Federation including those with Special Educational Needs and Disabilities (SEND). We are an inclusive school and we are committed to meeting the special educational needs of pupils. Ofsted have said 'the curriculum considers the needs of all pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND). Activities are carefully adapted to help pupils with SEND to achieve well.'

How do we know if children need extra help?

Willow Tree Federation is committed to early identification of any children who may need additional support in school. Children are identified through a variety of ways: concerns raised by a parent or the class teacher, the child achieving below the level expected for their age, liaison with outside agencies or medical professionals.

Assessment is part of our day-to-day teaching, with more formal assessments taking place termly. The class teacher (or keyworker) and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. The class teacher and SENDCo assess and monitor the children's progress against their previous achievements and national expectations. The SENDCo works closely with teachers, keyworkers and the child, when appropriate, to plan an appropriate programme of intervention and support, which may be provided in small groups or individually. Targeted Learning Plans (TLPs) are written for children who require specific targeted support.

Further, more in-depth assessments of children's learning needs may be undertaken by the SENDCo, a specialist teacher or an Educational Psychologist to identify specific learning needs.

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

Your child's needs, support and progress can be discussed with their class teacher or key worker as part of Parent's Meetings. We do operate an open door policy and pride ourselves on building positive relationships with parents. If parents have any concerns they can contact their child's teacher or the SENDCo at any time by telephone or email.

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

The class teacher will oversee, plan and work with each child with SEND in their class to ensure progress is made in every area. Classroom tasks and activities are pitched at an appropriate level so that all children are able to access the work according to their specific needs. The benefit of this type of differentiation is that all children can access and learn at their level.

How is the decision made about the type and how much support my child will receive?

The school operates a graduated approach to support children with their additional learning needs.



Initially support will be provided through differentiated tasks within the classroom alongside additional teacher or teaching assistant support to ensure your child is able to achieve their targets. Further support can then be provided through small group activities that are additional to the resources provided for all children. If children require a higher level of support this will be discussed with class teacher and SLT in pupil progress meetings. They will then receive individual support to address their specific learning difficulties. More detailed assessment may be carried out (using PIVATs, ATTS or other specific assessments) Different children will require different levels of support in order to help them make progress and achieve their potential.

How will the school staff support my child?

The SENDCo oversees all support and progress of any child requiring additional help across the school. The class teacher or the child's key worker will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress is made. The class teacher or key worker will use the child's TLP to set out the support your child is receiving and their progress is recorded and monitored to evaluate the success the interventions. Where a child has a TLP the class teacher and teaching assistant delivering the intervention will monitor progress towards their targets and will feed back to the SENCO along with the information from the provision map.

Each class in school has the benefit of at least one full time teaching assistant and one or two more part-time teaching assistants. Additional staff are employed in the Early Years Foundation Stage to ensure children get the best start to their education and receive specific targeted support to meet their needs.

There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher or SENCO sees this as necessary. Some of the teaching assistants in school specialise in a specific area, these staff may work with the class teacher or SENCO to plan a specific intervention to meet a child's needs. The regularity of these sessions will be explained to parents when the support starts.

Disabled pupils and those with special educational needs make good progress because their needs are accurately identified and they receive good support to help them learn from skilled teachers and teaching assistants and the learning mentor.

In the case of children with sensory difficulties such as vision or hearing needs or medical needs, specialist support, equipment and training is provided by the local authority Inclusion service and the NHS (school nurse, speech and language etc) Therapy teams.

What training have the staff supporting SEND had or what training are they having?

All support staff have completed level 2 TA training and some have completed level 3 TA training in supporting teaching and learning. All staff have received in school training in supporting children with SEN and some have received 'Moving and Handling' training to support children with physical disabilities.

Our TAs have been trained to run a wide variety of interventions. All of our TAs in school have received in house phonics training. Some of our teaching assistants have been trained to use the speech and language programmes WellComm and Talk Boost and the motor skill BEAM programme. There are also some TAs in school who are experienced and skilled in a range of Autism-specific strategies and all TAs will this year receive ASC specific training following a review of the needs in school this year.

On-going training and support takes place regularly to ensure staff have the necessary skills to ensure children receive the support they need.

What specialist services and expertise are available at or accessed by the school?

We work closely with external agencies that we feel are relevant to individual children's needs within our school to gain advice and support and when more specific teaching is required. In school we have received support from a specialist teacher Alison Petitt (Reachout ASC), from Educational Psychologist Claire Colclough (Acorn Psychology), the Lancashire Inclusion Service as and when required, and a speech and language therapist Kirsty Bramhall (Speechworks) as well as other support services (such as loans of equipment etc) from The Loyne Specialist School. In nursery we are supported by a Claire Hemingway who is a specialist teacher for Lancashire Inclusion Service.

Other outside agencies we work with may include: Speech and Language therapy, Physiotherapy or Occupational Therapy, GP, School Nurse, Paediatrician, Children and Family Wellbeing Service and Social Services.

You can access Lancashire's Local Offer at <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx> for more information about these services.

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

The class teacher or keyworker will inform parents of any concerns identified at school at the earliest opportunity and enlist their active help and participation. We can offer advice and practical ways that parents can help their child at home.

How will both you and I know how my child is doing?

Pupil's progress will be discussed at the parents' meetings and parents are given their child's annual report in the Summer term which they are able to discuss with the class teacher if needed. Additional meetings can be requested at any point by contacting your child's class teacher, keyworker or the SENDCo.

TLPs are regularly reviewed to make sure targets are ongoing and relevant and new ones will be set when needed. TLPs are reviewed at least 3 times a year and comments are made against each target to show what progress the child has made by the class teacher or key worker. Children who are not making sufficient progress on a target are discussed with the SENDCo and the target may be broken down into smaller steps or a different approach may be tried. Parents will be involved in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to the parent.

Pupil's progress is monitored throughout the school and progress is tracked termly. A range of support is provided for children not making expected progress to ensure they stay on track.

Children may be taken off the SEND register when they have made sufficient progress.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support and any adaptations, having consulted with parents, to ensure this is successful. A full risk assessment is carried out for any trip out of school and any additional requirements that a child may need will be included on the risk assessment. Trips are staffed by teachers and teaching assistants and staff- pupil ratios always meet the county guidelines. In the unlikely event that it is considered unsafe for a child to take part in an activity then alternative activities, which will cover the same curriculum areas, will be provided in school. The Site Supervisor who is also our Health and Safety co-ordinator carries out any other risk assessments within school where necessary.

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

At Willow Tree Federation we have a very strong, caring and supportive pastoral team lead by our pupil support manager Kirsty Banks who works with children across the federation. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with senior leadership team (SLT) for further advice and support. This may involve working alongside outside agencies such as Health and Children's Social Care, and/or the behaviour support services.

We have a very positive approach to all types of behaviour with a clear reward and consequence system that is followed by all staff and pupils. After any serious behaviour incidents we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times. Playtimes are supervised by teachers and teaching assistants with at least three adults on duty. Class teachers meet their class on the playground at the end of playtime and walks with them into class. Lunchtimes are supervised by welfare staff and our pupil support manager supports the staff and arranges groups and different activities for the children. When possible (a lot of this has not been able to take place in the same way due to the risk assessment in place for COVID-19) Different groups take place at lunchtimes to support children who may find lunch times difficult. These include activities in our woodland area, sports activities (football, cricket, basketball) craft activities and board games. These groups are supervised by welfare staff and teaching assistants and really enjoyed by the children. Teaching staff are also on duty on the playground each morning before school and walk round with the children in KS2. The class teacher accompanies their class out to the playground at the end of the day and can arrange to hand the child directly to their parent/carer. Occasionally a child will need alternative arrangements and this can be organised with the class teacher, SENDCo or pastoral manager.

Attendance of every child is monitored on a daily basis by the office staff and our pastoral manager. Lateness and absence are recorded.

We have a breakfast club in school run by WOOSH club which is open from 8:00am and is available to all pupils. WOOSH club is also available after school until 5.30pm. A variety of after school and lunch time clubs are available at no additional charge. These are run by teaching staff and teaching assistants and over the school year include cooking, art and craft, outdoor games, football, tag-rugby, netball, dance, gymnastics, choir, gardening and drama. Occasionally other sports coaching sessions are available at a fee. The clubs are available to all the pupils in the designated age range assigned to that activity. From Year 2 onwards there are opportunities for pupils to take part in weekly music lessons (guitar, ukulele and keyboard) at a fee. Instrument lessons are usually taught by visiting specialist teachers.

How does the school manage the administration of medicines and personal care?

All medicine is recorded in a medical file along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. Medicine will always be administered by staff unless the parent / carer has authorised self-administration. All medicine that is brought into school is kept in a locked cupboard in the school office. Controlled drugs will only be administered by named staff.

If a child needs a health care plan, this will be drawn up through discussion with the parents, SENDCo and if needed their medical team. A copy of a child's health care plan is kept in the SENDCo's office and a copy is stored in the class file. Any specific issues will also be shared with all staff members to ensure all staff are aware of a child's specific health needs as necessary.

A list of trained first-aiders is kept in the office and staff room and training is kept up to date.

Meetings with the school nurse can be requested by parents at any time, either through the class teacher or by speaking to the SENDCo.

Children who require Speech, Language and Communication Therapy, Physiotherapy or Occupational Therapy will initially be seen at the appropriate clinic but therapy can be provided in school if agreed by the parents and appropriate therapist.

How accessible is the school both indoors and outdoors?

Willow Lane Primary School is all on one level, and is fully wheelchair accessible. All doorways and entrances to the school are on a single level and wide enough to accommodate a wheelchair, thereby ensuring all access for pupils and parents. There is a designated disabled parking space, clearly marked within the car park for use by the public and parents. The school has disabled toilet facilities, fully accessible for wheelchair users (pupils/parents/visitors). The toilet facility has a changing bed for pupil use.

Furniture and furnishings throughout school are relatively new and fit for purpose, allowing easy access and a safe environment. Desks and chairs throughout the school are of an appropriate height; there are a number of adjustable height tables in shared areas in classrooms to be used as appropriate.

Information is made available on the website and a community notice board, and also in letters and newsletters. Support is provided for parents who require/request assistance in accessing written school information, for example office staff or a learning mentor meet with parents to assist.

The school has a range of ICT programmes for pupils with SEND in addition to iPads, headphones, computers and an interactive white board is installed in every classroom.

The nursery rooms are on ground level and have an accessible toilet with changing table. The learning environment is regularly reviewed and changed in response to learning needs. We have a range of specialist resources to meet the needs of all children.

An environmental audit can be carried out if your child has specific physical or sensory needs that impact on their ability to access the learning environment or opportunities.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education?

In nursery

As children join school staff will complete a home visit and discuss any additional needs with parents.

As children move rooms staff will pass all relevant information to the new Key Person when a child changes rooms within nursery.

All children work on school readiness – focussing on increasing independence and preschool learning skills.

We have links with our main feeder primary schools and we welcome visits from school staff from primary schools at transition points.

If your child has a high level of special educational need, a transition meeting will be held before they start primary school involving parents, staff from both schools and other professionals involved with your child.

Starting school

We encourage all new children and their families to visit the school prior to starting with us. For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.

Parents are invited to meetings before their child starts school to share information about home and school.

In Reception, home visits are offered by our Reception Class teacher for children starting at Willow Lane. Reception staff also visit other nursery providers to meet children before they start at school to ensure information is shared and transition runs smoothly. Children start at Willow Lane part time for the first two weeks to allow them time to feel settled in their new environment. Parents can discuss with staff if they feel that their child would benefit from a longer transition period.

Moving between year groups

Transition meetings are held each year to ensure information is passed from one teacher to another.

Year 6

Access arrangements are used for children who need additional support when sitting

examinations such as SATs. This includes one to one support when necessary, timed breaks, additional time or working in a quiet setting in a small group to aid concentration. Each year pupils visit their forthcoming Secondary school for taster sessions and also Secondary teachers from the local schools visit to help ease transition from Year 6 to Year 7. Pupils are identified who need additional transition visits and a programme of visits is organised during the summer term. Transition meetings between parents and staff from both schools can also be arranged as necessary and will always be held for children with an Education, Health and Care (EHC) Plan .

We sometimes use social stories with children to help explain and prepare them for any major transition.

How are parents involved in the school? How can I get involved?

We have many events in school where we like to share the children's learning with parents. Parents are also welcome to help out as volunteers, for example, listening to readers. If you are interested in supporting the school in this way, please approach the Headteacher to discuss any opportunities.

Who can I contact for further information?

Parents can contact the SENDCo (Kirsty Birdsall) either by phoning the school 01524 65880, through the school office or by e-mailing k.birdsall@willow.lancs.sch.uk

Parents can also contact our pupil support manager Kirsty Banks, our head or deputy head teacher by phoning the school office.

The SENDCo, pupil support manager, head teacher and deputy head teacher work closely to support children with SEND and their families and can ensure parents have access to information and support from outside agencies. The SENDCo or pastoral manager can offer help with forms if this is required.

The Lancashire SEND Information, Advice and Support team provide independent advice and support for families. To access the service you must complete a referral form via the website at <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/> Or for general SEND support call 0300 123 6706 or email information.lineteam@lancashire.gov.uk

There is a notice board in the school KS1 entrance and in the nursery entrance which contains additional information of upcoming events or general useful information.