



## Witchampton CofE First School - SEND Information Report.

<p><b>How does Witchampton CofE know if children need extra help and what should I do if I think my child may have special educational needs (SEND)?</b></p>	<p>A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. They may have a significantly greater difficulty in learning than the majority of others of the same age. At Witchampton CofE First School the children are assessed every half term and are measured against Age Related Expectations. The Age Related Expectations (ARE) indicate what a child will be working on during that academic year and what they are expected to know by the end of that year in the core areas of the curriculum; speaking and listening, reading, writing and maths. These are taken directly from the National Curriculum. This is tracked by the class teacher and overseen by the Head of School and the Inclusion Leader. Should a teacher identify that your child is not making expected progress either in their academic learning or social learning; an informal meeting would be held between the class teacher and Parent/Carer to establish the barriers to learning. In some cases the Inclusion Leader would also be present. The same applies should a Parent/Carer identify a concern with their child's learning, social learning or special educational needs. During this meeting all parties will have the opportunity to discuss and agree a way forward to best meet the child's needs appropriately. However, if you would prefer, you can always arrange for an appointment with the Inclusion Leader directly to discuss your concerns.</p> <p>The Inclusion Leader for our school is Miss Sarah Lemon.</p>
<p><b>How will early year's school staff support my child?</b></p>	<p>There are many different ways in which Witchampton CofE First School aims to meet the needs of all learners. In addition to Quality First Teaching we offer a range of personalised, high quality intervention programmes that are agreed with Parent/Carer and the child. They are monitored and observed half termly to ensure that children are progressing and that the intervention will allow the child to meet their half termly outcomes. Support may include:</p> <p><b><u>Pupils with Cognition and Learning Needs:</u></b> Phonics Booster Groups Early Literacy Support Precision Teaching Nessy Online Programme (supports children with spelling and reading and provides strategies to assist them in their learning). Spelling, Punctuation and Grammar Support.</p>



## Witchampton CofE First School - SEND Information Report.

	<p>Referral for Dorset SENSS Team which provides specialist teaching and assessing including dyslexia screening.</p> <p><b><u>Pupils with Communication and Interaction Needs:</u></b> Witchampton is fortunate to have a Speech and Language trained Teaching Assistant who liaises with the regional Speech and Language Teams to assist children with their speech and language programmes within school. Support for Language such as visual aids and visual timetables.</p> <p><b><u>Pupils with Sensory and/ or Physical Needs:</u></b> We are fortunate to have a trained teaching assistant to deliver support in developing gross and fine motor coordination skills through a 'Learn to Move/Smart Moves programme'. Adaptations to the classroom environment or specialist equipment to support pupils with sensory or physical needs. Support and advice from the Occupational Therapy and Physiotherapy teams. We have access to the school nursing team who can provide us with specialist support and advice for children with sensory and physical needs.</p> <p><b><u>Pupils with Social, emotional and mental health needs:</u></b> Small group support with social interaction skills. Emotional Literacy Support assistant to deliver individual and bespoke 1:1 ELSA sessions. Our ELSA also provides a Nurture Group in our Nurture room called The Hive. Emotional Literacy Support Groups - these groups are with a trained Teaching Assistant to provide emotional and social skills support including self-esteem, anger management, friendships and bereavements.</p>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>The curriculum can be tailored to a child's needs in many various ways. Whole class provision is differentiated to enable all children to access the curriculum whether that be as visual, auditory or kinaesthetic learners. Once a child's needs have been established, personalised provision can be put in place. This may be in class support such as visual timetables; intervention groups etc. or it may be that we seek advice from other agencies such as Speech and Language. The provision is put in place with clear outcomes set for the child to strive to achieve. These outcomes are discussed with the child and Parent/Carer. The child will be</p>



### Witchampton CofE First School - SEND Information Report.

	measured against these outcomes at the end of each half term and progress will be reported back to the child and Parent/Carer.
<b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b>	As mentioned previously, children at Witchampton are assessed each half term to monitor their progress against their Age Related Expectations. In the Autumn and Spring Term there is an opportunity to discuss your child's progress at parent consultations. However should Parent/Carers or school identify a special educational need at any time, a meeting can be held between the child's class teacher and parent/carer. This will be to discuss the needs of the child and agree steps to be put in place to support the child at home and at school. The school's Inclusion Leader may also be present at this meeting. Strategies of how to support the child and termly outcomes will be discussed and shared and these will reviewed at another set meeting.
<b>What support will there be for my child's overall well-being?</b>	As a Rights Respecting School we uphold the values that children are at the heart of all that we do. We provide a learning environment based on British and Christian values where the children come first. Each class has access to a Teaching Assistant.
<b>What specialist services and expertise are available at or accessed by the school?</b>	Witchampton CofE First School has close links with external agencies and specialist services including the Behaviour Support Service, Educational Psychologist, Speech and Language Support, Hearing and Vision Support, and Physiotherapy/ Occupational Therapy Services.
<b>What training are the staff supporting the children and young people with SEND have had or are having?</b>	Ongoing training is built into our School Development Plan and is provided to all staff to enable them to effectively support the pupils with SEND throughout the school. Training offers staff awareness of strategies and approaches to a diverse range of needs. Training is provided by a range of agencies within Dorset Local Authority. In the last academic year training has included Changes to the SEND Code of Practice, Safeguarding updates, Sensory integration and ASD, attachment difficulties and 'I can Problem Solve.'
<b>How will my child be included in activities outside this classroom including school trips?</b>	All curricular provision and extra- curricular opportunities are carefully planned to ensure that they are made accessible to all pupils including those with SEND. There are no exceptions, wherever necessary we make reasonable adjustments to provision to ensure inclusion of all children. Witchampton CofE First School encourages children with SEND to take an active part in all aspects of their learning. Strategies that are employed in the classroom will be extended



## Witchampton CofE First School - SEND Information Report.

	when extra - curricular activities such as school trips occur.
<b>How accessible is the school?</b>	The school building was designed to maximise accessibility for all users. An accessibility plan ensures that the school building continues to evolve to meet a diversity of needs.
<b>How will the school prepare and support my child to join the school or the next stage of education and life?</b>	Witchampton CofE First School is one of 7 schools that make up the Wimborne Academy Trust. This allows Witchampton to have good communication with the middle schools that our children follow on to at the end of Year 4. Transition is a key element for all children especially those with SEND, so to support this we provide children will additional supported visits to their next setting above the planned transfer days. Transition meetings for children with SEND are held within school for staff to liaise with one another to ensure continuity of provision during transition. Before transition takes places any external agencies are asked to hold review meetings to assess the progress the child has made and the next steps for them in their transition to middle school. Bespoke transition packages for complex needs can be arranged. ELSA sessions are planned into the curriculum during this transition period to support children where needed. Social stories can be written for children for their Parent/Carers to have during the summer holidays to allow time for their child to understand the changes that will take place. All pupil information and paperwork is held centrally and is overseen by the Inclusion Leader. It is passed on and shared confidentially with the child's next setting/school.
<b>How are the school's resources allocated and matched to the children's special educational needs?</b>	The SEND budget is carefully managed to meet the identified needs of the children. Support will be allocated based on advice from external agencies and in consultations with Parents/Carers, class teachers and Inclusion Leader. It is regularly assessed and changes in response to meet the needs of the children. The levels of support offered to children may well change over time as a result of this assessment.
<b>How is the decision made about what type and how much support my child will receive?</b>	The class teachers continually monitor the needs of pupils within their class. Regular meetings between them and the Inclusion Leader are held to discuss what additional provision will be put in place for individual children. A meeting is then held between the class teacher, Inclusion Leader and Parent/ Carer to discuss this and create an outcome for the term. A Support plan or Personalised Provision Plan is then created for that child. It highlights what provision the child will receive and the outcome at the end of the term. This is then discussed with the child. It is



## Witchampton CofE First School - SEND Information Report.

	<p>signed by the Parent/ Carers during this meeting. A review will then be held at the end of the term to measure whether the child has met their outcome and what steps to put in place next. Provision can be adjusted at any time depending on the progress of the child. However it will always be discussed with the Parent/Carer and child. At Witchampton we have 3 waves of support:</p> <ul style="list-style-type: none"><li>• Wave 1 is support that is given within the classroom setting (Quality First Teaching).</li><li>• Wave 2 is support given in the form of intervention groups such as Precision teaching or Early Literacy Support.</li><li>• Wave 3 is support provided by outside agencies such as Speech and Language or Behaviour Support.</li></ul>
<p><b>How are parents involved in the school? How can I be involved?</b></p>	<p>Collaboration between Parents/Carers and school is essential in ensuring children are supported in their education. The new SEND Code of Practice principles highlight the importance of Parent/Carers and the child in the decision making process about the support and provision that is to be put in place. Parent/Carers are encouraged to take an active role in their child's school life and for this to happen, communication is key. Parents/Carers can arrange meetings with their child's class teachers or Inclusion Leader at any point during the academic year. You will be informed of your child's progress termly during parent consultations or your child's report. The support plan or personalised provision plan put in place for your child will be discussed with you and you will be asked to sign it to acknowledge that the information has been shared with you. Should a child require further support from outside agencies then a letter will be written to you from the Inclusion Leader to ask your attendance to liaise with those agencies. This allows for shared continuity of information and involvement from all who support the child.</p>
<p><b>What support is available to parents/carers with SEND?</b></p>	<p>Witchampton CofE First School has several close links with services that offer support for parents. They are: Locality Workers (offer family support, home visits and parenting advice), Dorset SENDIASS (offer independent information and support to parents and carers of children with SEND) and Dorset Parent Carer Council (run by parents of children with disabilities).</p>