SEND Information Report

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WillowTree
Primary School

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.
If you want to know more about our arrangements for SEND, read our SEND policy.
You can find it on our website: https://www.willowtreeprimary.org/key-information/policies-and-procedures/.
Please feel free to contact the school to talk to our SENDCo, Hannah Greenacre to discuss anything further.

1. What types of SEN does the school provide for?

Our school is an inclusive school that recognises and supports children in any barriers to participation, achievement and attendance that they may face.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator (SENDCo)

Our SENDCO is Hannah Greenacre.
She has 7 years' experience in this role. She is a qualified teacher. They achieved the National Award in Special Educational Needs Co-ordination in 2020. They are allocated 4 days a week to manage SEN provision.

Class teachers

All our teachers receive in-house SEN training, and are supported by the SENDCo to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 20 TAs, including 6 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.
We have teaching assistants who are trained to deliver interventions such as SaLT interventions (ELKLAN trained), Pre-teaching, Lego Therapy, Precision Monitoring and Sensory Circuits.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.
These include:

- Speech and language therapists
  - Lorna Wells is supporting in school one day a week
  - Carina Kotze supports for 10 days a year
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
  - IReach Team (MHST)
- Social services and Early Help
- Specialist Teachers including Cognition and Learning, Pupil Inclusion Team (PIT), Hearing Impairment Team.

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you to a meeting to discuss the concerns	We will decide whether your child needs SEN support

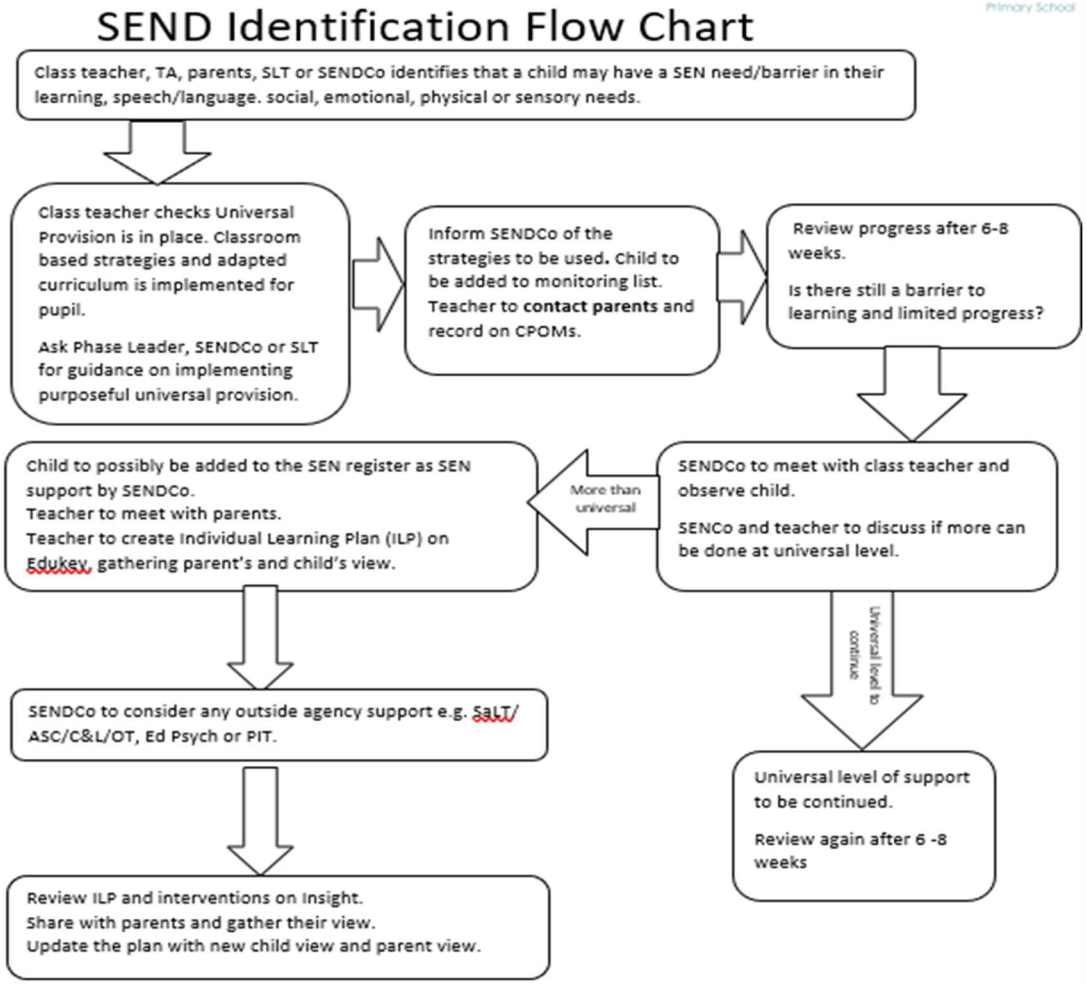
If you think your child might have SEN, the first person you should tell is your child's teacher. They will pass the message on to our SENCO, Hannah Greenacre, who will be in touch to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this. If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

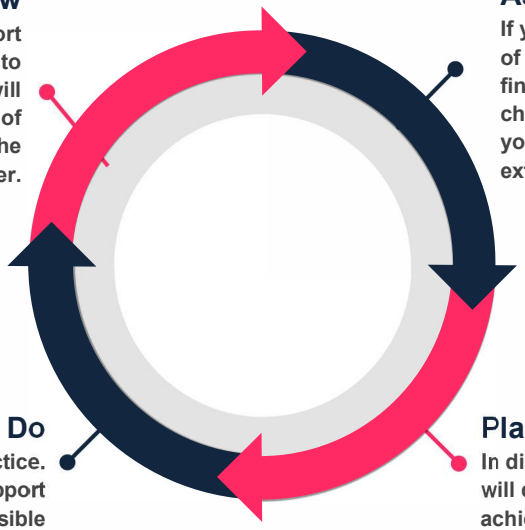
At Willow Tree, all staff follow this Flow Chart.



5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review** and is recorded on Edukey.



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly Individual Learning Plans (ILP) and annual reports on your child's progress.

Your child's class teacher will meet you 3 times per year (if requested) to:

- Share your child's ILP and coproduce clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may sometimes attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

SEN pupils play a huge part in evaluating their own progress and help to develop the next steps in their learning. They are active participants in the evaluation and setting of the targets on their Individual Learning Profile at the end of each term.

All pupils (where appropriate) with an EHCP are invited to their review meeting and actively participate in discussing their progress, and what is working and what is not.

Pupil's views are listened to and acted upon; this may result in a change of provision or resources. Children with SEN are also represented on Class and School Council's which give pupils a voice in the running of school. We also complete a pupil survey on a regular basis.

8. How will the school adapt its teaching for my child?

We support the National Curriculum Inclusion Statement, which states:

> When planning and teaching, all teachers must set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning. All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Lessons should be planned to ensure that there are no barriers to every pupil achieving.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapted high-quality teaching for every child
- Flexible grouping
- Adapted teaching approaches
- Resources to scaffold learning
- Using technology
- Clear instruction
- Constant monitoring at pupil progress meetings, scrutiny of pupil level data.
- Pre-teaching of topic vocabulary, new concepts and new ideas to allow children to 'tune in'
- Individual learning Plans where necessary
- Precision teaching
- Scaffolded prompts
- Flexible groupings based on ability in Key Stage 2 e.g. same ability and mixed ability groups
- Teaching Assistant Support

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Clear routines and predictable classroom structures Use of now/next boards and visual prompts Structured social skills support
	Speech and language difficulties	Speech and language interventions Visual supports and symbols Simplified language and chunked instructions Additional processing time Word Aware - Pre-teaching and overlearning of vocabulary
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Chunked learning tasks Multi-sensory teaching approaches Word banks

	Moderate learning difficulties	Differentiated curriculum and resources Small group interventions Concrete and practical learning opportunities Pre-teaching and consolidation activities Regular retrieval and repetition of key concepts
	Severe learning difficulties	Highly differentiated curriculum Visual and practical learning approaches Personalised learning targets Use of communication aids and symbols
Social, emotional and mental health	ADHD, ADD	Quiet workstation Visual timetables and routines Movement and sensory breaks Chunked instructions and tasks Positive behaviour support and reward systems
	Adverse childhood experiences and/or mental health issues	Trusted adult check-ins Emotional literacy interventions Calm and safe spaces for regulation Individual support plans and restorative approaches

Sensory and/or physical	Hearing impairment	Seating near the teacher Clear visual supports Reduced background noise where possible Checking understanding regularly Use of radio aid/hearing technology where advised
	Visual impairment	Enlarged or adapted resources Appropriate classroom positioning Good lighting and reduced visual clutter
	Multi-sensory impairment	Multi-sensory teaching approaches Consistent routines and environments
	Physical impairment	Adapted PE and practical activities Personal care and mobility support where required

These interventions are part of our contribution to Salford's local offer.

https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/supporting-children-and-young-people-with-send/school-age-5-to-16-years/

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks
- Gaining pupil voice
- Monitoring by the SENDCo
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will use the notional budget for any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities (Key Stage dependant) and school visits are available to all our pupils, including our before and after-school clubs.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We follow Salford's admission criteria for maintained schools. https://www.salford.gov.uk/schools-and-learning/schools-admissions/

13. How does the school support pupils with disabilities?

Please see our accessibility policy on the school website. This shows how Willow Tree:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

14. How will the school support my child's mental health, and emotional and social development?

At Willow Tree we have a strong pastoral team of Mr Thorpe and Mrs Scholes. They work with all our families to ensure that any barriers to learning are addressed and removed. We also have a private counselling service two days a week, provided by Davina Stockton. This offers counselling to individual children who can talk to a trained counsellor about things that might be worrying them. Davina is also able to offer some parenting sessions which is another way in which we are able to support the emotional and social needs of our children with SEN.

We are also very fortunate to have a team of highly skilled and highly experienced teaching assistants who can provide support to groups or individuals to help them in their learning or with social and emotional difficulties. This may be school or home related. This support may take place in school in a 1-1 or small group session.

We also have support from IReach (MHST) team to provide further support for mental health needs in school. They are in school one afternoon per week.

We have a 'zero tolerance' approach to bullying. Please see the school's anti-bullying policy.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule a transition day with the incoming teacher towards the end of the summer ter
- Have a transition document for children to learn about their new teachers and Tas

Between schools

When your child is moving on from our school, we will send the information over to their new school.

Between primary and nursery

We will visit your child's nursery to find out about your child. We will discuss the needs of all the children who are receiving SEN support with the Nursery SENDCo.

Between primary and secondary

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition through workshops in Yr6.

Transition From	To	Support Service	Contact details
Setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 1	Key Stage 2	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 2	Key Stage 3	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)			0161 603 4500
For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team			0161 793 3535

16. What support is in place for cared for and previously cared for children with SEN?

Hannah Greenacre, Designated Teacher and SENDCo will make sure that all teachers understand how a cared for or previously cared for pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Cared for Children will be supported much in the same way as any other child who has SEN. However, cared for pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another. The social worker and virtual schools will support with this process.

17. What should I do if I have a complaint about my child's SEN support?

Please see School's Complaints Policy.

1. The complaint is dealt with by the class teacher. If the matter remains unresolved,
2. The complaint is dealt with by the SENCO. If there is still no resolution,
3. The Head Teacher should become involved. If the matter is still not resolved, the complainant should put their complaint in writing to the Chair of Governors, Mrs Beth Myring.
4. The Governing Body deals with the matter through the agreed complaint resolution procedures.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Salford's local offer. Salford publishes information about the local offer on their website:

https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0

Our local Salford Information Advice and Support Services (SIASS) are:

https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/salford-information-advice-and-support-services-siass/

Local charities that offer information and support to families of children with SEN are:

- Salford Parent Carer Forum (SPCF) - a parent-led organisation that provides peer support, information sessions, coffee mornings, workshops and opportunities for parents to influence local SEND services.
- Contact - a national charity supporting families with disabled children through advice, helplines, workshops and resources on education, benefits and family life.
- Gaddum - a local charity providing emotional wellbeing and carers' support services for families and carers across Salford.
- KIDS - a charity supporting disabled children, young people and their families through practical support, activities and advocacy services.
- Family Lives - provides confidential support, advice and a helpline for parents and carers facing challenges related to family life and children's needs.

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages