

SEND Information Report

November 2022

Our school

Welbourne is a community primary school for the 4 – 11 age range. We have a nursery for children aged 3 – 4. Children start school in the year they are 5 years old in our Reception class.

We are a large primary school with three classes in each year group in Years 4 - 6, and two classes in Reception, Year 1 and 2 and 3. Welbourne currently has 485 pupils on roll, including those enrolled in the Children's Centre.

We also have a Children's Centre with some nursery provision for 2-year-old children who meet the government criteria. Details and application forms can be found in the Children's Centre office. We currently have 25 children enrolled in the Children's Centre.

In our last OFSTED inspection in 2018, Welbourne was judged to be a 'good' school with some 'outstanding' features for behaviour and safeguarding.

At Welbourne Primary School, we aim to help every child, including those with Special Educational Needs and Disabilities (SEND) to reach their full potential. This includes children with medical conditions that may affect their learning. This report will highlight how we, at Welbourne Primary School:

- Assess the needs of the pupils to ensure that they reach their full potential.
- Make arrangements for consulting parents of children with SEND and involve them in their education.
- Make arrangements for consulting with children with SEND and how they are involved in their education.
- Make arrangements for assessing and reviewing children's progress towards outcomes.
- Support children when moving between phases of education.
- Approach the teaching of the children with SEND.
- Adapt the curriculum and the learning environment for children with SEND.
- Ensure that staff are appropriately trained to support the children.
- Evaluate the effectiveness of the provision in place for the children.
- Enable children to engage in activities at the school.
- Support and improve the things in place to support those children who require additional support in this area.
- Work together with other agencies to help to support the children.
- Handle complaints from parents of children with SEND.

What kinds of SEND are provided for at Welbourne Primary School?

Special Educational Needs at Welbourne are identified in terms of

- **Communication and Interaction Difficulties.** This includes difficulties with Speech, Language and Communication (SLCN), Autism Spectrum Condition (ASC).
- **Cognition and Learning.** This includes Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia, Moderate Learning Difficulties (MLD) and Severe Learning Difficulties (SLD)
- **Social, Emotional and Mental Health.** This includes Attention Deficit Hyperactivity Disorder (ADHD), attachment disorder and eating disorders, for example.
- **Sensory and / or physical needs.** This could include visual impairments (VI) or a multi – sensory impairment, Cerebral palsy, epilepsy etc.

Those who receive additional support at Welbourne Primary are placed on our SEND Support Register under the following categories.

- Education Health Care Plan (EHC Plan)
- Additional Needs

Policies for identifying children with SEND and assessing their needs, including the name and contact details of the SENCO.

Admission to the school for pupils follows the Haringey Admissions Policy. Admission for those with an Educational Health Care Plan (EHC Plan) is through the Haringey Statutory Assessment Service, where a consultation process takes place and if the school is deemed as an appropriate provision it is named on the statutory paperwork. All other pupils identified as requiring support for additional needs come through the general admission process in line with our Admissions Policy.

Welbourne Primary School makes provision for students with SEND in accordance with the SEND Code of Practice (2014) and the SEND Disability Act (Amended 2001), the Index for Inclusion (updated 2011), the Discrimination and Disability Act (2006) and the Children and Family Act (2014). Our SEND policy and our practice aims to reflect the principles of these documents.

Termly assessment and evaluations with teachers and the Senior Leadership team are also used to consider the provision in place for SEND pupils. In our assessments and evaluations, we consider the progress of the children to see if any additional support is required. Regular structured conversation meetings with the pupils and parents, along with a key worker from the school, ensure that everyone is involved in the provision in place for the children.

Who is the SENCO at Welbourne Primary School?

The SENCO at Welbourne Primary School is Ms Cappello. She can be contacted by telephone via the school number (0208 808 0427). Alternatively, she can be contacted via the school reception.

The SENCO is responsible for:

- overseeing the day to day operation of the school's SEND provision.
- coordinating the provision for children with SEND.
- liaising with and advising colleagues.
- overcoming barriers to learning and sustaining effective teaching.
- managing Teaching Assistants.
- overseeing the records of all children with SEND, ensuring that these records are kept up to date.
- assisting in the monitoring and evaluation of progress of pupils with SEND.
- liaising with parents / carers of children with SEND.
- planning successful movement to a new class, group or school.
- provide specialist advice and facilitate training to ensure that all staff are skilled and confident about meeting a range of needs.
- liaising with external agencies including the Local Authority, the Educational Psychology Service, Health and Social Services and any other relevant bodies.

Ms Cappello is available at all parents' evenings and parent / teacher meetings, to support parents and students with any issues or concerns.

The SEND Link Governor is Ms Hannah Wright.

How do we identify young people with SEND and assess their needs?

During the Summer Term, before children start school, the Nursery and Reception staff make home visits to meet the parents / carers and the children. We ask parents to let us know if their child has a disability or if they feel that their child has any special educational needs, so that we can discuss this and make sure that the right support is in place for their child.

If a child has special educational needs, it is very important that they get the help they need as soon as possible. In order to make sure any special needs not known about before starting school are picked up early, all pupils are assessed during the first 3 – 6 weeks at school. We encourage the children themselves to contribute through our 'About Me' topic in the first week.

Our regular assessment and monitoring cycle continues throughout the children's time at the school to look out for any special educational needs that develop later.

Weekly Inclusion Panel meetings are held, at which pupils can be discussed. Staff are able to refer any pupils that they are concerned about by referring the pupils to the panel at the meetings.

Parents are able to contact the school with any concerns and these can be addressed with a meeting with the relevant staff.

During their time at Welbourne Primary School, regular monitoring of the pupils ensures that the provision in place is appropriate and that it reflects the support the pupils need. All parents / carers will be informed if their child is placed on or removed from the SEND support register.

We use a range of assessment tools and professional judgements to identify and assess pupils with SEND. These are used to ensure that the provision in place is the best it can be to support the pupil.

What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

- Consultations with pupils and parents / carers through parent's evenings, Annual Reviews and any meetings held to consider their individual needs, and Student Council meetings.
- All children on the SEND list have a Structured Conversation 2-3 times a year. This is a chance for children, parents or carers and the key worker for the child to meet and discuss how they are doing in school and how we can work together to support the children. From this meeting, a pupil passport is put together to support staff working with the children to help them to know what works well when supporting the child.
- Opportunities to speak to members of staff on a daily basis.
- Meetings at the start of the year to share information on the curriculum, expectations of what we hope parents will do to support their children, how to support with reading and homework and what to do if they have any concerns.

What are the arrangements for consulting young people with SEND and involving them in their education?

Staff and pupils work together continuously through parents' evenings, individual target setting and feedback to ensure young people are aware of their progress, their current working levels and what they need to do to improve. We work together with pupils to develop their skills so that they can achieve their full potential.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

The school sees parents / carers as partners in the process of education and development of all students. We want to work closely with parents / carers to ensure that their children develop into independent and resilient young people able to cope in life. We do this by:

- Consulting with pupils and parents / carers through Structured Conversations, / EHC Plan Implementation Planning Meetings and Annual Review meetings.
- Support for pupils through early intervention work to ensure that any emerging difficulties are identified and addressed promptly before they become more serious.

- All students with a SEND profile have a key worker who supports them and liaises with parents / carers as required.
- Contact can be in person, via text or e – mail or by phone, whichever is the most appropriate.
- A member of staff will respond to any contact from parents at the earliest opportunity.
- Parents' evenings.
- Written reports.
- Termly data to report on progress.
- Yearly surveys of parents.
- Consultations with parents can be arranged in addition to the above as required.

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?

Successful transition between key stages is vital. The SENCO works with teachers to ensure that meetings are arranged between teachers who have taught the child and the teacher that they are going to. The SENCO attends any meetings as appropriate, to consider the individual children and how they can best be supported at these times.

Moving to secondary school is a very important time for all children, but it can be particularly challenging for those children with SEND. As a result, the SENCO will attend any meetings to consider the individual children and how they can be supported in the transition. The SENCO will attend the annual review meeting for any pupil moving to secondary school to aid a smooth transition. The SENCO will work closely with the school that the pupils are moving to, to ensure that staff are aware of the needs of the pupils.

Any child who needs additional support while preparing to transfer to secondary school can receive additional support to ensure that this transfer is as smooth as possible. Haringey provides a course every year to train staff who will be working with the Year 6 children who are transferring to secondary schools. Training materials are also provided for them to use with the children. The work to prepare the children for the transition is completed over two terms during their time in Year 6. Additional visits can be arranged at any of the secondary schools if these are required. In addition, Haringey Local Authority runs sessions to support children with an EHCP to assist them with transition.

What approaches are used when teaching children and young people with SEND?

All of the teachers at Welbourne teach pupils with SEND. All staff recognise the importance of identifying children with SEND early and ensuring that the appropriate provision is put into place. Each pupil is assessed on a regular basis to ensure that this provision is correct. Teachers are supported by the Senior Leadership Team to regularly assess the pupils' progress. Where these assessments show that the child is not making adequate or expected progress, the first response is to ensure that there is high quality teaching in place (Quality First Teaching). Ensuring that high quality teaching is available to the whole class is likely to mean that fewer pupils will require additional support. If progress

continues to be slower than expected, the teacher will work with the family and the SENCO to carry out a clear analysis of the needs of the pupil and identify if there is a need for additional support. If support with an outside agency is required, arrangements for this will be completed. When considering if a child needs additional support, we will consider a number of factors:

- The pupil's previous progress and attainment.
- The assessments completed by the teacher.
- The pupil's development in comparison to their own previous progress as well as national expectations.
- The views of the pupil and the family.
- Any advice from external agencies, where appropriate.

If the pupil's needs are so complex that they still fail to make the expected progress, the school can make a request for an Education Health Care Plan (EHCP) for the pupil, where additional funds would become available to the school to help meet their Special Educational Needs. Any reports from outside agencies are shared with the class teachers and other relevant staff to ensure that their recommendations are put into practice when supporting the pupils in school.

How do we adapt our teaching for children with SEND?

Children with SEND are taught alongside other children but lessons are designed so that everyone within the class learns and makes progress. In order to do this, staff must have an understanding of all learners' needs, strengths, interests, experiences and other factors impacting their learning. Teachers tailor the environment and their teaching to meet specific student's needs and the way they learn. Teachers provide activities, materials and equipment that are accessible and usable by all students, including those with SEND. Support staff are involved in the planning progress.

Teachers plan for mixed ability groups so all of the children within a group work together to achieve their individual goals. Children are set regular targets which are based on their individual learning and needs.

Teaching and support staff constantly update their skills through a programme of continuing professional development. All staff regularly receive safeguarding training. New staff to the school complete a comprehensive induction programme which includes a substantial SEND element.

Within school, a range of interventions are available to support children's learning. We may refer to outside agencies if progress is still not made despite the range of interventions available within school.

We are very fortunate to have a sensory room at the school which the children can have access to on a daily basis as required.

How do we ensure our staff have the expertise and training to support children and young people with SEND?

Pupils with SEND will have regular meetings, along with key staff and parents. Information from any meetings is shared with relevant staff and copies are sent to parents and any outside agencies involved with the pupil.

Outside agencies such as Physiotherapists, Occupational Therapists, Speech Therapists, CAMHS (Child and Adolescent Mental Health) and Specialist Teachers work in conjunction with staff at the school to ensure that the support is targeted to assist the pupils with their learning. They will also ensure that any equipment required will be supplied and adapted for individual pupils.

The following services are available to work with the pupils at Welbourne Primary School:

- Speech and Language Therapist
- School Counsellor
- Drama Therapist
- Physiotherapist – as appropriate
- Occupational Therapist - as appropriate
- School Nurse
- Educational Psychologist
- Play Leaders
- Learning Mentor
- Language Support Team
- Autism Support Team
- Hearing Impaired Service
- Visually Impaired Team
- Social Services
- Educational Welfare Service
- School Nurse
- Family Support Worker
- Consultants from clinics that children attend
- Trailblazer project
- Child Development Centre

How do staff at Welbourne Primary School evaluate the effectiveness of the provision made for children and young people with SEND?

At Welbourne Primary School, students are assessed formally through the school's assessment cycle. Class teachers complete Impact Evaluations that are forwarded to the Senior Leadership Team. These consider the progress made by all children.

Children are set targets to support them with their progress and these are reviewed regularly. If children are not making the expected progress, then appropriate interventions are put into place to support their learning. All data is compared to national data, and students not making progress are highlighted and interventions are put into place to address these issues. Data is shared with parents and pupils. Teachers have high expectations of all pupils. We aim to assist all pupils to reach their full potential and this expectation is no different for SEND pupils. Staff will at all times take account of past progress as well as any changes that may have occurred in the learner's condition, health or circumstances.

Pupils receive an annual school report which is shared with the family to show how the pupil has done at school that year.

Specific home learning activities, such as spellings, are differentiated to take account of the individual needs of SEND pupils and can focus on personal and / or social health as well as academic needs as appropriate. The main home learning menus set for all children is available on the website, and they include a variety of activities that promote creativity and allow children to present work in a variety of ways.

The SENCO and the Head Teacher report regularly to Governors on the quality of the SEND provision and the progress towards outcomes being made by pupils with SEND. Governors also consider the attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meet the needs of SEND pupils is based on the best possible evidence that the interventions in place are having the required impact on progress.

How do staff at Welbourne Primary School ensure that all young people with SEND are able to engage with activities in the same way as those who do not have SEND?

Any trips or outings planned always include children with SEND. We use part of our budget to make sure that any support needed can be provided. We always consult with parents / carers before arrangements are finalised. Our school site consists of classrooms on ground level and is fully accessible for children with mobility issues.

Children are encouraged to attend clubs that are run within the school, whatever their needs or difficulties.

Children with any Special Education Needs or disability are encouraged to apply for any roles of responsibility within the school, e.g. prefects, peer mediators and school council. No children are refused positions within the school due to their difficulties.

What support is available for improving the emotional and social development of pupils at Welbourne Primary School?

Rigorous systems are in place to support all pupils, including those with SEND. The class teachers work very closely with the SENCO and senior team at the school to ensure that appropriate support is put into place for all pupils. The school has a Welbourne Internal Referral Form that is used to highlight any pupils who are experiencing difficulties in school. These children are discussed at the Inclusion Team meetings which are held every week. Appropriate provision will then be put into place to support the child to assist them with their needs. If their needs cannot be met by the provision in place within the school, the school will seek support from any relevant outside agencies to ensure that we can put into place a provision that will support each individual child. If it is felt that additional funding is required to do this, then the school will request a statutory assessment with a view to gaining additional funding through an EHCP.

Within school, we have a range of support mechanisms for children who require emotional and social support. These include:

- SENCO
- Learning Mentor
- Drama Therapist
- School Counsellor
- Play Leaders
- Family Support Worker
- Anti – bullying committee
- Games club at lunch time
- Pastoral Support Plans, which are written in conjunction with the pupil, the family and staff.
- Pupil Passports – written using information gained at the Structured conversations with parents, staff and the children.
- Sensory room, if appropriate.
- Talk time with the school counsellor.
- Trailblaze service

How does Welbourne Primary School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting their families?

The Governors value the uniqueness in every pupil and every family. We work in partnership with pupils, parents and staff to track and review progress. We work with all staff and outside agencies to ensure that the provision in place is the best it can be for all pupils.

If required, individual learners will have a range of specialist equipment for their use. This may include specific toileting equipment, hoists and stair climbers. A young person may have particular items specified by the Speech and Language Therapist, the Physiotherapist or Occupational Therapist and so on.

To ensure that our learners have the special aids that are required, we ensure that there is:

- An Access Plan to ensure that all areas of the buildings are accessible. This plan is revisited as new learners present any new challenges to the school and the learning environment.
- Equipment in place to support learners.
- Health and safety plans and risk assessments to ensure that the environment is a safe place for learners to learn.
- Communication and technology aids.
- ICT equipment
- A Family support Worker is employed by the school to support families that require help with a range of issues.
- Risk assessments to support pupils as required..

What arrangements are in place for handling complaints from parents of children with SEND about the provision made at the school?

It is important to us that you contact us if you feel that things are not right with your son / daughter’s learning.

- Firstly, contact your son / daughter's class teacher. This can be done by phone or by speaking directly to the class teacher.
- If you feel that this has not been successful, you can contact the SENCO via telephone, letter or email. Alternatively, you can contact Reception who will pass a message to the SENCO who will then contact you.
- If you are still not satisfied with the outcomes of the situation with the SENCO, you can then follow the school procedures in place.
- Should none of these stages resolve your complaint, then you can go to the Local Authority Statutory Assessment Service, who retain the responsibility for your child's education. The central SEN services for Haringey can be contacted on 020 8489 1913.

If you have any questions about this report or SEND at Welbourne Primary School, please do not hesitate to contact Ms Cappello at the school.

Further information can be found on the Local Authority under the 'Local Offer' section.

Haringey Local Offer:

<https://www.haringey.gov.uk/children-and-families/local-offer>

This policy links to the following documents available on our website.

- Equality statement and objectives including accessibility plans.
- Behaviour Policy
- SEND Policy.