**School SEN Information Report 2018 - 2019**

**What are the kinds of special educational needs for which provision is made at Captain Webb School?**

Captain Webb is a maintained mainstream Primary school for children aged up to 11 years, incorporating day care for children aged 2 years and Nursery for children aged 3.

We provide a differentiated curriculum to ensure all needs are addressed and met so all have an equal opportunity to access learning.

Children at Captain Webb may present with moderate or specific learning difficulties, which may incorporate cognition and learning, communication and interaction or social, emotional and mental health difficulties. Children may also present with sensory or physical difficulties.

**Leadership of SEND:**

Head teacher – Sarah Passey

SENDco – Alison Feeney

SEND Governor – Kylie Bull

**What are the school’s policies for the identification and assessment of pupils / students attending the school?**

(See SEND policy) School use the Telford and Wrekin guidance to support identification and classification of Special Educational needs. Children may be identified as having SEND in a number of ways. These include:

- Concerns raised by class teacher.
- Lack of progress or working significantly below age related expectations.
- Concerns raised by parents / carers.
- Discussions with previous school / nursery
- Advice from outside agencies such as: the Learning Support Advisory Team / Teacher (LSAT), Educational Psychology (EP), Speech and Language, Occupational Therapy, school nurse, local GP and BEE U Emotional Health and Well Being Service.

A graduated response to SEND is employed by the school. Quality first teaching is the starting point; with the expectation teachers make provisions for all children, ensuring the curriculum is sufficiently differentiated and accessible to all. The stages of the graduated response are as follows:

- Concern
- SEND support
If a concern is raised about a child, discussions are held between the class teacher, SENDco and parents, observations and monitoring of data completed and interventions are made following the Assess, Plan, Do, Review model.
If further action is required the child may be added to the SEND register and advice and support may be sought from external agencies e.g. early intervention teacher, Learning support advisory teacher, speech and language, occupational therapy, school nurse.
If a graduated response has been rigorously followed over a period of time, incorporating advice sought from outside agencies, and there is a severe lack of progress, and the child meets the strict criteria for an EHCP, it may be deemed necessary for the school to apply to the local authority for an Education and Health Care assessment to be instigated.

What is the SEN provision for pupils / students at Captain Webb School and how is it evaluated?

Our school vision is:
- Listen
- Encourage
- Achieve
- Respect
- Nurture
Every child is valued and encouraged to achieve and succeed in all they do. All teachers are teachers of Special Educational Needs and are committed to meet those needs with the advice and support, as appropriate, of the school co-ordinator and external agencies.

Quality first teaching is of key importance: the class teacher has a duty to plan and deliver a suitably differentiated curriculum, which all children are able to access, whilst high expectations for all are essential. Lessons must be stimulating and exciting to capture the child’s imagination and ensure they are fully immersed in their learning, whilst also considering differing learning styles which may affect learning.

Effective school management, school ethos, careful tracking of attainment, the learning environment and differentiated activities and resources, are of great importance in supporting children with SEND at Captain Webb.

Needs are identified at an early stage and assessments, as with all children, are rigorous and on-going, including monitoring of data, observations and discussion with parents. The use of the assess, plan, do, review model ensures careful planning and evaluation of the children’s needs and interventions to address these.
Pupils with special educational needs are fully integrated into the life of the school and its curriculum, maximising their potential as learners and contributing to the social and cultural activities of the school.

If it is deemed necessary to carry out interventions they may take the form of:

- small group interventions targeting gaps in learning or an area of need
- Individual interventions targeted specifically at an individual need

Interventions will be led by the class teacher based on knowledge of the children’s abilities and needs, and may be delivered by the class teacher, teaching assistant or pastoral support.

Interventions will be planned by the class teacher and may include advice from the SENDco or outside agencies such as the learning support advisory teacher (LSAT), Speech and Language Therapist (SALT) or Occupational Therapy (OT)

We recognise that parental support and involvement is crucial to the success of any special needs intervention and ensure parents are informed and involved in planning for their child.

We actively involve the children when planning and reviewing interventions to support their learning.

We strive to meet all the diverse needs of our pupils, developing their strengths and helping them to develop their full potential, treating them with sympathy and understanding.

We have also encouraged children to participate in school clubs to build interpersonal skills and confidence.

Over the last year these have included:

- Dance
- Football
- Table tennis
- Drama
- Hockey
- Art and craft
- Cooking
- Movie Critics
- ICT – coding
- French
- Maths
- We also have Crossbar running holiday clubs.
Our objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

The school’s success in meeting the special educational needs of its pupils is measured using the following performance indicators:
- Successful outcomes of interventions recorded on Provision Map reviews
- Child and parental satisfaction
- Sustained progress for the individual child, regardless of starting point, monitored by school tracking data.
- Removal of children from S.E.N. record
- Self-esteem of the pupil and their contentment in the learning environment

What training do staff have in relation to the needs of pupils / students at Captain Webb School?

All staff have a clear job description, related to their role within school. Staff attend regular core training sessions aimed at developing skills within the school and in relation to their role. If deemed necessary select staff may be sent on training relating to specific areas of need.

Training recently completed by staff include:
- Autism Awareness level 1 & 2
- Making the best use of TAs
- ELKAN
- Precision teaching
- MAPA (managing actual and potential aggression)
- Cool kids
- The use of Numicon to support in Maths
- LSAT training based on the graduated response (assess, plan, do, review model)
- Safeguarding and Prevent training for all staff
How will equipment and facilities be provided to support pupils / students at Captain Webb Primary school?

The school offer details facilities and provisions available to pupils at Captain Webb Primary School. Children’s individual needs are considered, sometimes based on advice from outside agencies when considering allocation of facilities and equipment. A number of resources are readily available within school such as:

- Computers and I pads
- Coloured overlays
- Pencil grips
- Writing slopes
- Dyslexia friendly reading books
- Wobble cushions

Recently improvements to our support for pupils includes:

- Continued employment of Mrs Jones to work as pastoral manager within school, supporting children, and their families who may face difficulties, particularly relating to Social, Emotional and Mental Health.
- New appointment of Mrs Watkins to the role of pastoral support / HLTA, to work with Mrs Jones.
- The appointment of 4 extra teaching assistants to support children with significant difficulties.
- Purchasing support from the educational psychology service, allowing us to request assessments and advice when deemed necessary.
- The continued use of a counsellor within school to support children identified in need
- Links with outreach services to support with social, emotional and mental health issues.
- Increased support for advice, support and early identification of SEND in our Early Years settings.
- Increased training in relation to SEND for all staff.

What are the arrangements for consulting parents of children / young people at Captain Webb Primary School and involving them in the education of their child?

The school are committed to involving parents in every step of their child’s education, including aspects of Special Educational Needs (SEN).

This includes:

- Visits to the school
Possible introductory meetings with teachers / support staff.
Termly parent consultation days.
Termly sharing of targets on provision maps.
Meetings to discuss findings from outside agencies, including the Learning Support Advisory Teacher (LSAT) and Educational Psychologist (EP).
TAC meetings (if appropriate).
Informal meetings with the class teacher / SENDco or Head teacher to discuss a child’s needs at request of the parent / school.
Annual reviews for children with an Education and Health Care Plan.
An end of year school report.

What are the arrangements for consulting young people at Captain Webb primary School about, and involving them in, their education?

Children are encouraged to take ownership of their learning: they are involved in all stages of their learning, including target setting and reviewing, in their daily teaching and more specifically towards their provision map targets. Children are also encouraged to actively participate in the annual review process for their Education and Health Care Plan, providing their views.

What are the arrangements made by the governing body for dealing with complaints from parents / carers of pupils / students in relation to the provision made at Captain Webb Primary School?

Any parent dissatisfied with any aspect of the S.E.N. provision should first seek to discuss it with the class teacher, the SENDco and thereafter, the Head teacher who may be contacted through the school office. If concerns remain, the general complaints procedure (available from the school office or on the school website) should be followed.

How does the governing body involve others – including health, social services, local authority services and voluntary organisations in meeting the needs of pupils / students at Captain Webb primary School and in supporting their families?

School have referred to, and liaised with outside agencies to support children, such as:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- BEE U Emotional Health and Wellbeing Service (BEAM, Kooth, Young People and Families Mental Health Service
- Learning support advisory teacher (LSAT)
- Educational Psychologist (EP)
- Behaviour support service (BST)
- Sensory Inclusion service for visual or hearing impairment (SIS)
- School nurse

If a referral has not been completed by the school, parents will need to give the agency permission to share information with school, or will need to share the information themselves.

The Information Advise Support Service (IASS) are available to support families, providing free and impartial support for children and young people aged 0-25 years with special educational needs and disabilities and their parent/carers. [http://www.telfordsendiass.org.uk/](http://www.telfordsendiass.org.uk/) 01952 457176

**What are the schools arrangements for supporting pupils / students in transferring between phases of education?**

Transition between classes / key stages is managed by a series of transition days before the end of term. If extra introductions are required these can be arranged with the new class teacher.

Pupil passports may be used to support transition, introducing the child to their class teacher and learning environment, whilst also providing the child and parent with the opportunity to add their views about the child’s needs and how they feel the child can be best supported. At the end of the year a one page profile is also completed by the children with support from the class teacher / TA to give the new teacher / TA an overview of the child’s needs and set targets for the upcoming new academic year.

For secondary transition parents are recommended to make an appointment with the SENDco of their chosen secondary schools, away from pre-arranged visit days. This provides an opportunity to discuss the child’s needs and any concerns. Children are normally offered transition days by the secondary school. If deemed necessary extra transition days may be able to be arranged.

For children with a statement / EHCP the receiving secondary school is invited to the year 6 annual review to discuss needs to ensure a smooth transition.
Where is the information on the Telford and Wrekin local offer published?

There is further detail on our website [http://captainwebbprimary.org.uk/](http://captainwebbprimary.org.uk/) about our own school offer for SEND and the links to the local offer on the family connect pages on the Telford and Wrekin website: [http://www.telfordsend.org.uk/localofferservices/](http://www.telfordsend.org.uk/localofferservices/)

If you have any queries or requests for policies of information relating to this report please contact the SENDco (Alison Feeney) on 01952 386770.