



**Specialised Support at Wellington Primary School**  
Our SEND Information Report

**Mrs L Gleeson**  
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## Timings, Legislation and Guidance

The Children and Families Act received Royal Assent on 13 March 2014. Part 3 of the Act covers new SEND legislation. For more information, go to <http://www.legislation.gov.uk> and search for 'children and families act 2014'.

All Hounslow schools have a similar approach to meeting the needs of pupils with additional needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible. The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

What is the Local Offer?

The Local Authority's 'Local Offer' Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents and carers in understanding the range of services and provision in the local area.

The School SEN&D Information Report

This provides information to parents about the ways in which our school will support children with Special Educational Needs and Disabilities.

## **Wellington's SEN&D Information Report**

### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years

To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need.

To provide equal access to the National Curriculum and cater for the individual needs of each child.

To ensure that there is commitment towards raising basic English and Maths skills within the school.

To raise staff awareness of the need to differentiate appropriately in order to effectively support children with SEN&D and to provide staff training regularly.

To monitor and review individual needs regularly and to maintain clear records of any action taken.

To assess, plan, provide support and review provision at least termly, in order to involve parents and carers and to inform budgeting and resourcing for SEN&D.

To maintain close links with support services, other schools and agencies.

To meet with parents and carers and children on the SEN&D register on a termly basis to review the support that has been provided during the previous term and discuss future outcomes. These aims include all the children in our school with SEN&D.

## **Objectives**

To identify as early as possible those children with SEN&D and the nature of their needs.

To maintain regular contact with parents and carers at all stages of support.

For all parties involved to agree an appropriate response to enable children to access the National Curriculum.

To determine any resource implications and establish whether they will be provided within the school, or through external means.

To establish criteria and programmes for assessing, planning, carrying out the plan, monitoring, evaluating and reviewing the effectiveness of the provision.

To decide if formal steps need to be taken; e.g. recommendations for involving Local Authority specialists or formal assessments.

To assist the governors in fulfilling their duties regarding the provision of pupils who have additional needs.

To ensure that any withdrawal support is temporary, and determined by the Class Teacher, Phase or KS Leader and Assistant Head teacher for Personalised Learning and Inclusion, in accordance with the SEND Code of Practice: 0-25 years.

Before any child receives Specialised Support, Wellington Primary School endeavours to always provide Quality First Teaching for all children.

### Quality First Teaching at Wellington Primary School – **What is Quality First Teaching (QFT)?**

*QFT demands 100% participation from the pupils and sets high and realistic challenges.*

According to the archived Department for Children and Schools guidance on personalised learning, quality first teaching (QFT) aims to engage and support the learning of all children and young people in an inclusive and cohesive way, and places a strong focus in pupil participation in learning.

“QFT demands 100% participation from the pupils and sets high and realistic challenges. It does not ‘spoon feed’, it is challenging and demanding; it expects pupils to be able to articulate their ideas, understanding and thinking by actively promoting pupil talk”.

Highly focused lesson design with sharp objectives

- High demands for pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of questioning, modelling and explaining on the part of the teacher
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work
- Regular use of encouragement and authentic praise to engage and motivate pupils

### **How do we identify a child who needs specialised support at Wellington Primary School?**

- A child who requires specialised support will normally be identified by their class teacher. The class teacher will monitor work in class and use assessment information from regular testing to identify those children who may require further support to match the achievement of their peers.
- The Inclusion Manager will observe the child in class and in discussion with the class teacher and support staff, identify the child's next steps
- If a child transfers to us during the academic year and has already been identified as a child who requires specialized support, then we will endeavor to sustain this at Wellington Primary School – subject to budgetary requirements. We will carry out our own assessments and observations of the child and devise our own next steps accordingly.

### **How do we enable children with SEN&D to make decisions about their education?**

We encourage all children, including those with SEN&D, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through Visible Learning, which incorporates:

- Teacher and pupil feedback
- Asking questions in lessons
- Self-reflection
- Self-assessment
- Children being part of the discussion about the support they receive

- Children identifying the next steps in their learning Children with SEN&D support

In addition, children with SEN&D support have a Personal Profile Page, which outlines the support needed to achieve additional agreed outcomes to help them become prepared for adulthood. These outcomes are decided with pupils and parents, and updated via parent's evenings etc. over the year. The outcomes and the additional support needed to help the children achieve them are recorded termly on our school provision map. Class teachers will give parents and carers and children a copy of the plan as soon as it has been decided. A date for reviewing the success of these plans will be set and should happen at least termly. Please make sure that you come to the meeting, as this is the best way we can work together with you. If you need help to get to the meeting, or you need someone to help you (e.g. a translator) then we can arrange that too if you give us some notice.

### **Children with an EHC plan or statement**

In addition to termly review meetings we also hold an Annual Review meeting for all children with an EHC plan. We work with the parents and carers and pupil to invite all the people involved with the child in order to review the progress made against the outcomes in the EHC plan. We aim to include the children's views in this meeting where appropriate. Children will share their Personal Profile Pages and include any information that they wish to share with the adult's involved and important information about their happiness and aims in life. Children can attend the whole of the Annual Review meeting if they wish – or just state their views.

### **Who will provide specialised support for children at Wellington Primary School?**

- Children could be supported by a variety of different adults dependent on their need. Within school support may be given one to one for a very specific need or within a small group.
- Within school the majority of support would be given by a teaching assistant assigned to a year group, or class.
- More individualised programmes may be offered by a member of Teaching staff or external advisors.
- Hounslow Borough has a group of advisors who work for the Early Intervention Service – including Educational Psychologists and those working with children who have physical difficulties. Wellington Primary School also has access to arrange of health professional advice for example the Hearing Impaired Team, Occupational Therapy, Speech and Language and Physiotherapy. These can be called upon when needed with parental agreement.
- Recently behaviour and learning services in Hounslow have been moved to a commissioned service, but we continue to purchase intervention from a Hounslow based behaviour consultancy – CMS Behaviour and we are also able to purchase intervention through our Spld consultants for work with specific learning needs and some assessment packages.

### **Who should parents/carers contact if they have concerns or queries regarding their child's education and progress?**

- In the first instance please talk to your child's Class Teacher – contact can be made via an informal discussion at a mutually convenient time for both or discussed at a parent consultation evening.
- Your next step would be to organise a meeting with Mrs. Gleeson – Assistant Headteacher for Inclusion- who will be able to talk you through the school's policy on identification and pupil support.



## **How will I know that my child is receiving specialised support and how will I know that this is making a difference to their progress?**

- Parents/carers will be informed that their child is receiving specialised support via consultation with either the Class Teacher or Inclusion Lead.
- Parents/carers will then be sent information home each term sharing their child's current support programme (a Personal Pupil Profile– PPP) and also their progress towards their targets. Once targets have been met your child may cease to receive extra support, if more work is needed, then this too will be shared with you.
- The Inclusion Lead completes provision planning each term – this maps out where support is needed across the school and for which children. We will use assessment data from testing and collect evidence for each support programme and assess your child's progress against the criteria set. We then identify your child's next targets and plan support accordingly.

## **How will the National Curriculum be matched to my child's needs?**

- Class Teachers at Wellington Primary school are highly skilled in meeting the needs of all children within their class. We are focused on assessing progress and devising next steps for all our learners. We endeavour to provide Quality First Teaching in every lesson and this is monitored regularly by the Senior Leadership Team.

Through our whole school Learning and Teaching Policy we ensure effective inclusion of all pupils in high quality, everyday personalised learning.

Including:

- Effective planning based on prior learning
- Clear learning objectives which are verbally and visually shared with the children

- High levels of pupil involvement and engagement with their learning
  - Effective questioning, modelling and explanation from the teacher
  - Talk for learning
  - Assessment for learning
  - Encouragement and specific praise
  - Reviewing learning and sharing next steps with children
- Relevant information is shared with Class Teachers regarding the pupils in their class, to ensure that they can plan accordingly to meet the needs of all of their children.

**What types of training do those providing specialised support receive?**

- Class Teachers have been trained to provide Quality First Teaching (See above)
- All support staff receive weekly training, covering a variety of topics – these could be an opportunity to share current concerns regarding children or training on new initiatives and practice to enhance their skills. Training can be provided by members of our own Teaching Staff, Support staff themselves who have expertise in a particular area or outside training providers and advisors.

Staff Member	Training Completed
All staff	Are trained in the requirements of: <ul style="list-style-type: none"> <li>• The SEND code of practice</li> <li>• The Equality Act</li> <li>• All general school policies on teaching and learning and behaviour management including information on how to include children with SEN&amp;D</li> <li>• Safeguarding</li> </ul>

<p>SEN&amp;D Teaching assistants and Support Staff</p>	<p>Our teaching assistants are highly skilled and staff have had training in the following areas:  Autistic Spectrum Condition  Dyslexia  Speech and Language and Communication programmes  Makaton  Occupational Therapy programmes  Phonics interventions  Writing support  Maths Interventions including  Handwriting interventions  Touch typing</p>
<p>SEN &amp; D Leadership</p>	<p>TEACCH trained – Autism Aware  Introduction to Art Therapy  Speech and Language and Communication programmes  Occupational Therapy programmes  Team Teach</p>

**How do we support YOU to support your child’s learning?**

- Parent consultations can be offered in order for us to discuss how you can support your child further at home.
- We ask that you access some of our suggested websites for learning through the schools own [website](#)

- Parent evening consultations are offered once a term, but if you have queries or concerns please feel free to contact the Class Teacher or Inclusion Lead at any point throughout the term and we will be happy to discuss your child's needs.

### **How is my child's overall well-being supported through pastoral care?**

- **Health needs** – All staff are trained to deal with basic first aid emergencies. There are also a number of staff who have received more extensive First Aid training and are able to support and advise in more serious circumstances. All prescription medicines are kept in the school office and parents/carers must sign the appropriate administration form before their child will be given prescription medicines within school hours. Those children who have more long term health needs, such as Asthma, Allergies or Diabetes are known to all members of teaching and support staff and visit the office for treatment. Their Class Teachers will be aware of their needs and trained accordingly to deal with their medication.
- Every child will be a part of the **PSHE curriculum** (Personal, Social, Health, and Emotional). They will be part of weekly structured JIGSAW lessons designed to discuss and promote wellbeing.

**Pastoral Care and Mentoring** – We pride ourselves in making Wellington Primary School a caring and inclusive environment for all children. We have onsite Learning Mentors and our Senior Leadership team is readily available for mentoring in specific cases. The school has access to [CAMHS](#) (Child Adolescent Mental Health Services), through the West London Mental Health Trust or the [EIS](#), should the need arise for more intense emotional support.

- **Behaviour** - Pupil behaviour is managed in accordance with the school's [behaviour policy](#) Wellington Primary School celebrates positive behaviour and supports those children who may have a pattern of negative behaviour. Every effort is made through mentoring and positive reinforcement in order to develop children's independence when managing their own behaviour and making positive choices.

- **Specialised support** – The school has access to a variety of external services, which enable us to not only support children in school but also their families if needed. Our commissioned behaviour consultant and Educational Psychologists are on hand for advice and support, and we also can access specific family support workers and Social Care.

### **How accessible is Wellington Primary School? Will my child be included in all activities and school trips?**

- In line with the [Equality Act 2010](#) all efforts have been made to make Wellington Primary School as accessible as possible. We are currently a single story school and **most** classrooms have level access. We have disabled toilet access and ramps in order to support wheelchair users, both children and their families. For those children and families who may have sight or hearing impairment, we will endeavour to offer alternative arrangements for written information and ensure that we take advice from the Hounslow Hearing Impairment team if necessary in regards to the use of radio microphones in classrooms or offering signing support to parents. We would invite you to visit the school to discuss your child's needs and how we can best meet them.
- **Trips, Visits and Events** - Wellington Primary School will endeavour to make every trip or visit off site accessible and available to all children. Children's needs are carefully thought through when planning an off-site activity and considerations are made for children who may require specific support. Extra adults may be asked to join a trip, medications can be transported and locations are advised prior to arrival of our needs. We also carry out a risk assessment of the location and means of transport in order to manage risks and assess the needs of our children. Events such as **Sports Day** are fully accessible to all children and every child would be encouraged to participate in a way that is safe and appropriate for them on an individual basis.

### **How will my child's transfer from another setting or to another Key Stage be managed?**

**Transfer from another educational setting** – If your child is transferring to Wellington Primary School will endeavour to gather as much information as possible in order to support transfer. This could include the transfer of former records and assessments, if available, from their previous setting, or possibly an observation if needed. Once here they will be carefully monitored through our induction process and Class Teachers and the Inclusion Manager will continue to monitor their attainment and relationships with their peers. If your child received specialised support in their previous setting, Wellington Primary School will endeavour to maintain a level of support appropriate to your child's needs. We would discuss their needs with their previous setting and plan

together how to best support them at Wellington Primary School. You will be invited to discuss this during the induction process or at a pre-transfer meeting.

- **Transfer to another educational setting** – If your child transfers to another setting from Wellington Primary School, we will discuss your child's needs prior to transfer with their new school. All current reports, assessments and data will be shared confidentially and we welcome observations in order for schools to plan their transfer process and support.
- **Transfer to a different Key Stage** – As a through Primary school, our transitions from Early Years to KS1 and KS1 to KS2 are managed within the school. Records are passed from one Class Teacher to the next and are also centrally kept by the Inclusion Manager and the School office. At transfer from KS2 to KS3 meetings are welcomed from our local feeder Secondary Schools. Representatives visit to talk to the children about transition and then all children attend a "Transition Day" in the Summer Term, when they visit their new school. For those children who are receiving specialised support, Hounslow Borough facilitates a 'Support Transfer Meeting', where all primary and secondary schools have an opportunity to share information about children who are in the transfer process. Assessment records and information is shared to ensure that there is a continuity of support. Within this process children may also be observed by their new setting.

#### **How will specialised resources be allocated if my child requires them?**

- Wellington Primary school have many resources which can be allocated to children in order to support their learning, these will be allocated based on need. We use observation and assessment to identify those children who may require an additional resource, such as, a writing slope, adapted equipment ( e.g. chairs, writing equipment, reading overlays etc...) or access to adapted facilities (disabled toilets or playground access)
- Each Year there is a specific budget allocated for the purchase of extra specialised support resources. Initial prioritization of this budget is directed by the Inclusion manager and monitored by the Head Teacher and Governors.
- Resources are monitored for effectiveness and changed, improved or reallocated as required.

## How will I be involved in my child's education? If my child requires specialised support, how will I be involved in this process?

- Wellington Primary School encourages and welcomes parents and carers to be involved at every stage of their child's education. We hold regular termly parent consultations, where parents are invited to discuss their child's progress with the Class Teacher.
- If your child receives specialised support you will receive termly information highlighting the support taking place and the aims of this. If more intensive support is required you will be invited to meet termly with the Inclusion Manager, the Class Teacher and any involved commissioned consultants. At these meetings targets will be devised with your involvement and a copy of these will be sent to you via your child's Class Teacher.
- Should your child receive specialised support from a commissioned consultant for behaviour or learning – you will be informed of this and asked to sign a consent form.
- If further involvement is needed, your child may child require an **EHCP** (Education, Health and Care Plan)

## What is an EHCP?

- Those children and young people who currently have a Statement of Special Educational Needs, stating the support they should receive, are being transferred to a single, simpler, birth to 25 years assessment process, an **Education, Health and Care Plan**.
- [The Children and Families Act 2014](#) identified changes to how children and young people with Special Educational needs will be supported in the future. As part of this, there is now a single integrated assessment process.
- An EHCP will look at all the needs a child has in education, health and care. Professionals from each area, along with you the parent/carer and your child, will consider what outcomes you would like to see for your child in the short and long term and the EHCP will identify what is needed to achieve them.
- EHCPs will have the same protection in law as an older Statement of SEND.

### **How will I be involved in this process?**

- As a parent or carer Wellington Primary School will invite you to be involved at every step of this process. As assessments and information is gathered, you will be asked to give background information and discuss with us the short term and long term goals you have for your child. Targets will be devised with the involvement of you the parent/carer and also if at all possible the child. If further assessment needs to take place within school hours, you will be informed of this.

### **How else can I be involved in Wellington School Life?**

- We have a busy PTT (Parents and Teachers Together), who regularly organise events and fundraising for the school. Please see Ms Kahlon (Deputy Head Teacher) for further information.
- We invite parents to support learning within the school – parent readers, multilingual book club and classroom support are all greatly welcomed, please see Miss Gaffney (Deputy Head Teacher) for further information.

### **How will the school listen to pupil's own views?**

- Children are encouraged to share their views at Wellington Primary School. We have a School Council who meets regularly to discuss whole school issues and initiatives – please see Miss Gaffney (Deputy Head Teacher) for further information.
- If your child receives specialised support, they will be encouraged to share their opinions of the support programme with the Head of Inclusion within their termly monitoring of support.
- If further assessment of support needs to take place, children will be involved in the process of devising targets and reviewing their progress.

### **How are Governors involved in the running of specialised support programmes?**

Wellington Primary School has a designated Governor who oversees the running of support within the school, they have professional skills and knowledge related to specialised support and are regularly informed of progress and new support initiatives. The Governing body are very supportive of the school's inclusive policy and welcome feedback from parents.

### **Who can I contact for further information regarding specialist provision and the SEND Information Report at Wellington Primary School?**

- **In the first instance please contact your child's class teacher**
- **If you are looking to transfer to Wellington Primary School or your child is due to start their learning journey with us then please contact Mrs Gleeson (Assistant Head Teacher – Inclusion)- on [office@wellington.hounslow.sch.uk](mailto:office@wellington.hounslow.sch.uk) or through the school office on 020 8570 6130**