

West Tytherley C.E. (Controlled) Primary School



West Tytherley
Salisbury
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SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT.

West Tytherley Primary School is mainstream school in the village of West Tytherley situated on the Wiltshire/Hampshire border between Salisbury and Romsey. We are a school with currently 91 pupils on roll. We have 8 teaching staff and 5 Learning Support Assistants (2 full time and 3 part time)

THE SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE

The school has previously or currently caters for children with;

Communication and Integration Difficulties

- Autistic Spectrum Condition (ASC)
- Speech and language delay

Cognition and Learning Difficulties

- Moderate learning Difficulties (MLD)
- Specific Learning Difficulties (SPLD) Dyslexia, Dyscalculia

Social, Mental and Health Difficulties

- Attention Deficit Hyperactivity Disorder (ADHD)
- Allergies
- Heart condition

Sensory and/or Physical Difficulties

- Hearing impairment (H.I)
- Visual impairment (V.I)
- Physical impairment (P.I) e.g mild Spina Bifida, Hydrocephalus
- Fine motor and/or gross motor difficulties

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At West Tytherley Primary School children are identified as having SEN through a variety of ways such as:

- Liaison with a previous setting (pre-school or previous school)
- Child performing below age expected levels
- Concerns raised by teachers and/or support staff
- Concerns raised by parents or carers
- In school on-going assessments and screening

- Liaison with external agencies e.g Speech and Language Therapist (SALT), Educational Psychologist (EP), Child and Adolescent Mental Health Team (CAMHS)
- Health diagnosis through Paediatrician, Occupational Therapist, Physiotherapist service.

WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

- Please talk to us – Your first point of contact is your child’s class teacher.
- The Class teacher if necessary may then refer your concerns to the Inclusion Manager/SENCo
- The Inclusion Manager/SENCo will then contact you to discuss your child’s needs and any additional support your child may require.

At West Tytherley Primary School we pride ourselves on building positive relationships with parents. We are friendly, open and honest with parents and hope that they are able to be the same with us.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

All children are individuals and therefore the support they receive will differ and vary according to their needs. Your child’s teacher, along with the Inclusion Manager/SENCo will discuss and decide what level of support will be appropriate for your child’s needs and if required, advice and support from an outside agency will be sought.

WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- Your child’s teacher will plan and work with your child to ensure that they are accessing the curriculum and making progress in their learning.
- There may be a learning support assistant (LSA) working with your child either individually or as a group if this is considered appropriate by the class teacher or Inclusion Manager/SENCo.
- The type of additional learning support and the regularity and time scale of these sessions will vary according to a child’s needs. The support your child receives will be explained to you when the support starts.
- Once your child is receiving additional learning support, the Inclusion Manager/SENCo will oversee the support and will monitor your child’s progress.

WHO WILL EXPLAIN THIS TO ME?

- West Tytherley Primary School offers an open door policy and teachers are always happy to meet parents to discuss their child’s needs and progress.
- The class teacher will meet with parents at least on a termly basis (this could be as part of Parents’ evening) to discuss your child’s needs, support and progress.
- The Inclusion Manager/SENCo is available during the termly parent evenings for a ‘drop in session’ to discuss specific support in more detail or you can make an appointment at any other time to meet with her.

HOW ARE THE SCHOOL’S RESOURCES ALLOCATED AND MATCHED TO MY CHILD’S NEEDS?

The budget used to fund Special Needs Provision can be used in a variety of ways:

Human resources:

- Learning Support Assistant salaries to support children either in class, small groups or on a one to one basis.
- Outside Agency support and assessments

- The Inclusion Manager/SENCo salary which includes; time to track, monitor and evaluate the impact of the provision, attend Annual reviews, outside agency meetings involving children with SEND.
- Update training needs for all staff.

Physical Resources

- To purchase intervention Programmes
- To purchase specialist equipment
- To purchase adapted resources
- To purchase specialist resources

The budget is allocated on a needs basis. We ensure that all children who have SEND needs are met to the best of the schools ability with the funds available. The children who have the most complex needs are given the most support. The first 12.5 hours of support for a child who has an Education Health and Care Plan (EHCP) is funded by the school. Any additional hours are funded by the Local Education Authority.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

- All work within the class is pitched at an appropriate level so that all children are able to access learning according to their needs. The benefit of this type of differentiation is that all children can access learning at their level.
- The teacher will plan lessons ensuring that learning is matched to individual needs, that pupils have an appropriate level of support, time allocation and the resources required to undertake their learning.

HOW AM I/WE CONSULTED AND INCLUDED IN THE EDUCATION OF MY/OUR CHILD IF THEY HAVE SPECIAL EDUCATIONAL NEEDS?

- An Individual Education Plan (IEP) is put in place for your child outlining their needs and the support they will receive and the learning targets they need to meet in order to progress their learning. A copy of your child's IEP will be sent to you to review. Along with this will be a letter inviting you to contact the SENCo if you wish to meet and discuss any aspect of your child's IEP.
- Your Child's IEP will be reviewed termly by the Inclusion Manager/SENCo and will be sent to you to review. Again you are then invited to contact the Inclusion Manger/SENCo if they wish to meet and discuss any outcomes of the review.
- In addition to your normal parent/carer meetings with the class teacher you will have opportunity to meet with the Inclusion Manager/SENCo in a 'drop in session' which are usually held on the same evenings so that you may have more time to discuss your childs' learning and progress.
- If your child has an Inclusion Partnership Agreement (IPA) it is reviewed annually or sooner when required. All reviews are sent to the Principal Special Needs Officer allocated to the school.
- If your child has an Education Health and Care Plan (EHCP) an Annual Review is held yearly or sooner if required. All reviews are sent to the Principal Special Needs Officer
- Parents or Carers of Looked After Children (LAC) are part of the Personal Educational Plan (PEP) review and these are updated in line with the Local Education Authority (LEA) guidelines.
- If your child requires support from an outside agency, then permission is always sought and Parents or Carers are invited to attend.
- If you require meetings with the Inclusion Manager/SENCo then appointments can be made via the school office.
- You are invited to attend a variety of training opportunities throughout the year to support their child's learning at home.

- Prior to the start of an academic year (if it is necessary to your child's needs) you are invited to a transition meeting. This is where you can discuss your child and any individual needs they may have with their new teacher to ensure a smooth transition for your child into their new year group.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We are a school where we value and respect each child being able to express their views on all aspects of school life. We have a school council which meets regularly to collect the views of each child and make decisions that will impact on their school life.
- Children who have an Individual Education Plan (IEP) will be able to discuss and review their targets with the Inclusion Manager/SENCo or Special Needs Admin Assistant (S.N.A) termly or sooner if required.
- When the Inclusion Manager/SENCo monitors your child's support within their class, your child will have opportunity to contribute their views on their learning.
- If your child has an Inclusion Partnership Agreement (IPA) or Education Health and Care Plan (EHCP) their views will be sought before any review meetings.
- If a child is Looked After (LAC) they will be part of the Personal Educational Plan (PEP) review.

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

The education of your child is a partnership between yourself and the school. It is therefore essential that we all work to communicate regularly, co-operatively and respectfully with each other in the best interests of your child's education. We provide a range of ways to encourage effective communication.

- We have a home/school link book which your child will bring home regularly so that comments from Parents or Carers and teachers can be shared and responded to when needed.
- We offer an open door policy where you are welcome any time to make an appointment to meet with the class teacher or Inclusion Manager/SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help and support your child at home.
- If your child is on the SEND Register they will have an Individual Education Plan (IEP) which will have individual targets set. This is discussed on a termly basis and Parents or Carers are given a copy of the IEP. Children are involved with discussing their targets when setting and reviewing them.
- Children with SEND may have an Individual Education Plan (IEP), an Inclusion Partnership Agreement (IPA) or an Education Health and Care Plan (EHCP) depending on the complexity of their needs. If your child has an IPA or an EHCP a formal meeting will take place to discuss your child's progress and a report will be written and sent to the Principal Special Needs Officer in Winchester, this is currently Mrs Melissa Filby.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- We measure children's progress in learning against National Expectations and age-related expectations. The class teacher, Inclusion Manager/SENCo and assessment co-ordinator regularly monitor each child to evaluate the areas that they are improving in and where further support is needed. As a school, we track children's progress from their point of entry to year 6, using a variety of different methods. These include National Curriculum levels, reading, spelling and maths ages or standardised scores.
- When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not made the target, the reason for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure that the child maximises progress.

- Your child may no longer require additional learning support once they have made sufficient progress or they may continue to receive support if there are continued concerns.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

- We are an inclusive school and we welcome diversity. We aim to nurture all pupils so that they may reach their own unique potential. We recognise and believe that promoting high self-esteem is vital to a child's wellbeing.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- The school also has an Emotional Literacy Support Assistant (ELSA) who works under the direction of the Deputy head teacher and Inclusion Manager/SENCo to support children's emotional needs where required.
- If further advice or support is required then the school will liaise with the relevant outside agencies.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents or Carers need to contact the Admin staff if medication is recommended by Health Professionals to be taken by your child during the school day.
- Our support staff are first aid trained.
- We ask for written medical guidance from parents or carers if your child has a medical condition that requires careful management, so that we may provide the best care in a medical emergency.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- We adopt a positive approach to encouraging appropriate pupil behaviour. We have a clear behaviour and reward system in place that is followed by staff and pupils in every class.
- If a behaviour incident occurs then a child will need to discuss this with an adult. This is to allow a child to be able to reflect on why the incident happened and what could be done to avoid a similar situation occurring and improve behaviour in the future. If an incident is considered serious then the school will require the parents or carers involvement.
- If a child has repeated behaviour difficulties that are unable to be managed within our usual systems then an individual plan or behaviour card will be put in place involving the teacher, child and parent or carer. This would be to identify the specific issues, put relevant support in place and set targets. Advice from Hampshire Primary Behaviour Support (HPBS) is sought for children with behaviour difficulties and who may be at risk of exclusion.
- The attendance of every child is monitored by the admin officer. Lateness and absence are recorded and reported to the Head Teacher.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum including school trips and off site school activities. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take full part in an activity, adaptations will be made if this is possible.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The Inclusion Manager/SENCo meets with SEN Governor each term to provide information on the progress of children with SEN at West Tytherley Primary School.
- The Inclusion Manager/SENCo will provide a termly update on the impact made on the progress of pupils with SEN.
- The Inclusion Manager/SENCo also provides details of other professionals and/organisations who are providing support and any updated training carried out.
- The SEN Governor reports to the full governing body termly on the impact of the SEN provision within school.
- The SEN Governor regularly attends briefings on SEN developments provided by Hampshire County Council.
- This report does not refer to individual children and confidentiality is maintained at all times.

WHO ARE THE SPECIAL NEEDS TEAM AT WEST TYTHERLEY PRIMARY SCHOOL?

- The Inclusion Manager and SENCO is Ms Helen Spreadbury.
Email address: h.spreadbury@ west-tytherley.hants.sch.uk
Telephone: 01794 340338
- The Special Needs Administrator is Mrs Julia Rose.
- The SEN Governor is Mr Robert Stratford.
- The Emotional Literacy Support Assistant (ELSA) is Mrs Amanda Bowyer.

- The Early Years Learning Support Assistant is Mrs Amanda Bowyer.
- The Learning Support Assistant in Key Stage 1 (KS1) is Mrs Emma Bessant.
- The Learning Support Assistants across Key Stage 2 (KS2) are Mrs Julia Rose and Mrs Denise Wareham.

WHAT EXPERTISE AND OUTSIDE AGENCY SUPPORT IS AVAILABLE TO MY CHILD?

- Our Inclusion Manager/SENCo is a qualified and experienced teacher and is currently working towards the National SENCo Accreditation Award.
- Our Inclusion Manager/SENCo regularly attends the SENCo meetings to liaise closely with other SENCo colleagues and Hampshire Educational Psychology Service.
- As a school we work closely with any external agencies that we feel are relevant to the child's needs such as;
 - Specialist Teacher Advisors for Visual, Hearing and Physical needs
 - Speech and Language Therapy Service (SALT)
 - Ethnic Minority and Traveller Achievement Service (EMTAS)
 - Physiotherapy Service (PT)
 - Occupational Therapy Service (OT)
 - Hampshire Educational Psychology Service (EP)
 - Normangate Outreach Service
 - Icknield School Outreach Service
 - Consultant Paediatricians (P)
 - General Practitioners (GP)
 - Hampshire Primary Behaviour Support
 - Parent Support Advisory Service

- Children's Services
- Social Workers
- Locality Workers
- Child and Adolescent Mental Health Service (CAMHS)
- KIDS
- Young Carers

WHAT TRAINING HAVE STAFF SUPPORTING CHILDREN WITH SEN HAD?

- The Inclusion Manager/SENCo attends courses, meetings and conferences run by Hampshire County Council to keep up to date with current initiatives and resources.
- All teachers are teachers of children with Special Educational Needs and/or Disability and have relevant training and support linked to the SEN areas of
 - Communication and Interaction
 - Cognition and Learning
 - Social, Mental and Emotional
 - Sensory and/or Physical
- We have an Emotional Literacy Support Assistant (ELSA) who is currently undertaking the ELSA Accreditation and receives regular support and training from the Educational Psychology team.
- All our Learning Support Assistants are qualified for their role and receive training in delivering our phonics and reading programmes.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- As an inclusive school we seek to meet the needs of all children including those with SEN and/or disability to the best of our capability. Adaptions to the curriculum are made to ensure this happens. We liaise with outside agencies and services to provide the necessary equipment and support children with SEN and/or disability require.
- The school is on two levels and is accessible to the second level with the use of stairs. The outside environment is accessible from the first level with the use of steps and is accessible from the second level with pathways.
- The school site is not currently considered wheelchair accessible although provision has been made for the future installation of a service lift if and when required.
- The school has a large changing room which includes a disabled toilet, handrail and accessible shower on the lower level.
- All internal stairways have dual height rails.
- Regular risk assessments for children with physical disabilities are carried out alongside Specialist Teacher Advisors.
- If a child requires specialised equipment, this will be provided by the Specialist Teacher Advisory service.
- We liaise with EMTAS when it is necessary for us to support families with English as an Additional Language (EAL).

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL, TRANSFER TO A NEW SETTING OR THE NEXT STAGE OF EDUCATION AND LIFE?

Pre-School To Reception

- The Early Years Teachers aim to visit pre-school children at home and in their pre-school setting.
- There are a number of induction afternoons in the summer term before your child starts school, when new pupils can come to meet their teacher, other pupils and spend time in their new setting.
- There is an induction meeting for parents or carers for all the relevant information about your child starting school.
- If a child has an already identified Special Educational Need then the Inclusion Manager/SENCo will meet with the pre-school SENCo and the parents or carers to discuss and plan for a smooth transition into school for your child.

Transition Within The School

- Transition meetings occur between year group teachers to discuss and pass on all relevant information about each individual child. Children spend time their new classes, and with their new teacher during transition afternoons which happen at the end of the summer term. Teachers discuss children identified as having SEN and/or Disability alongside the Inclusion Manager/SENCo and additional transition needs are identified and planned for.

Transition To Secondary School

- When children are preparing to leave us to go onto their secondary education there is usually a key staff member from the catchment secondary schools who will liaise with our school and come and meet with pupils who are to attend their school.
- Our catchment schools will often offer open days or 'taster days' to pupils. This day gives the children an opportunity to spend a day in their secondary setting. For more information please contact the relevant secondary.
- Children with SEN or disability may need additional planned transition support. Liaison is made with the receiving schools, SENCO/ Inclusion Manager/Transitions Manager and Year 7 Leader to discuss and plan your child's transition needs. Transition support from a specialist advisory teacher may also be sort.
- If required, an Inclusion Partnership Agreement (IPA) will be implemented to aid transition. For children already on an IPA a review meeting may be called, inviting staff from both schools to attend to plan and discuss transition. The Primary Inclusion Manager/SENCo is invited to attend the first review of the IPA held in the Autumn term at the Secondary School.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant information and paperwork is passed on and all needs are discussed and understood.

WHO CAN I CONTACT FOR FURTHER INFORMATION ON TRANSITION?

- The first point of contact would be your child's class teacher.
- If you require additional information or advice then an appointment with the Inclusion Manager/SENCo can be made via the school office.
- Other advice could be sought from:
Parent Partnership Service (www.parentpartnership)
Independent Parental Special Education Advice (www.ipsea.org.uk/)
- More information can be found in Hampshire County Council's Local Offer.

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school Admin Team (Mrs Kimberley Furness) or (Ms Jessie Newitt). They can arrange for you to meet the Head Teacher (Mr Mike Warren) or the Deputy Headteacher (Miss Andrea Hodgson) or the Inclusion Manager/SENCo (Ms Helen Spreadbury) who would willingly discuss how the school could meet your child's needs.

WHAT CAN I DO IF I HAVE A COMPLAINT?

- In the first instance any complaint should be respectfully addressed to the Head Teacher (Mr Mike Warren) or Inclusion Manager/SENCo (Ms Helen Spreadbury) and we will always try our best to discuss any issue.
- If the problem cannot be resolved by this means then the Special Needs Governor Mr Robert Stratford or the Complaints Panel of the Governing Body may become involved.
- If school based solutions fail to resolve the complaint Parents or Carers can write to:

Mrs Melissa Filby (Principal Special Needs Officer)
SEN Services,
Childrens Services Department
Elizabeth II Court
The Castle
Winchester SO23 8UG