**WATH CENTRAL PRIMARY SCHOOL SEND INFORMATION REPORT**

Last updated: September 2020

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| SCHOOL NAME | Wath Central Primary School |
| Address: | Fitzwilliam Street  Wath-Upon-Dearne  Rotherham  S63 7HG |
| Contact Details:  Telephone  Email  Website | (01709) 760345  [school@wcp.jmat.org.uk](mailto:school@wcp.jmat.org.uk)  www.wathcentral.co.uk |
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| AGE GROUP | 3-11 years |
| Numbers on Roll | 427 |
| Number on SEND Register | 77 pupils- 18.02% |
| EHCP | 9 pupils |
| SENDCo | Mrs Jacqui Crawford |
| Lead Governor for SEND | Mrs Gemma Kent |
| Contact for the above | (01709) 760345 |
| Name and number and email of a contact for Queries | Mrs Jacqui Crawford  jcrawford@wcp.jmat.org.uk |

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| **SUMMARY OF SERVICES/SUPPORT AT WATH CENTRAL PRIMARY SCHOOL**  **Glossary of terms**:  ACT – Autism Communication Team  EHCP – Education Health Care Plan  CAMHS – Child and adolescent Mental Health Service  EPS – Education Psychology Service  LSS – Learning Support Service  MIND – Mental Health Charity  Positive Regard – Social, Emotional, Mental Health & Behaviour Support  SALT – Speech and Language Therapy  SENDCo – Special Educational Need Disability Co-ordinator  SEND – Special Educational Needs and Disability  TA – Teaching Assistant |
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|  |  | **Universal** | **Additional School Support (no EHC plan)** | **With EHC** |
| **Communication and Interaction Needs** | **Autism Spectrum Condition**  **(E.g. Asperger Syndrome, Pathological Demand Avoidance)** | - Quality 1st teaching to include differentiation and personal interests and school routines  -ACT support for all staff when required  Sep “2– whole school CPD “Making Sense Of Autism” | -Personalised motivational strategies  - ACT advice strategies  -1-1 or group work on personal targets  ACT Team classroom observations/meetings with staff and parents | -1-1 adult support on personal targets  -Personalised motivational strategies  - ACT advice strategies |
|  | **Speech, Language and Communication Needs** | - Quality 1st teaching to include differentiation and speaking and listening opportunities such as talk partners  -Access to advice and support from school based speech therapist  -Small group speaking and listening groups e.g. Talking Tables | -Speech and language therapy delivered by a trained teaching assistant at least 3 times a week  -Access to advice and support from school based speech therapist  -Small group speaking and listening groups e.g. Talking Tables  TAs in FS accessing SLICE Training | -Speech and language therapy delivered by a trained teaching assistant at least 3 times a week  -Access to advice and support from school based speech therapist  -Small group speaking and listening groups e.g. Talking Tables |
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| **Cognition and Learning Needs** | **Moderate Learning Needs** | -Quality 1st teaching with appropriate differentiation  - Group interventions | -Learning support service (LSS) or educational psychologist (EPS) advice, support and target setting  -1-1 or group teacher or teaching assistant support with targets | - Learning support service (LSS) or educational psychologist (EPS) advice, support and target setting  -1-1 teacher or teaching assistant support with targets |
|  | **Specific Learning Difficulty**  **(E.g. Dyslexia, Dyscalculia)** | -Quality 1st teaching with appropriate differentiation  - Group interventions | -Learning support service (LSS) or educational psychologist (EPS) advice, support and target setting  -1-1 or group teacher or teaching assistant support with targets | - Learning support service (LSS) or educational psychologist (EPS) advice, support and target setting  -1-1 teacher or teaching assistant support with targets |
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| **Social, Emotional and Mental Health Needs** | **Social**  **Needs** | -Quality 1st teaching especially in PSHE, SEAL and circle time - Learning Mentor Support  -MIND counselling  -Educational Psychologist (EPS) advice  -Access to the nurture provision (The Den & Chillax Room) | -Quality 1st teaching especially in PSHE, SEAL and circle time - Learning Mentor Support  -MIND counselling  -Educational Psychologist (EPS) advice, support and target setting  -Support from Positive Regard team.  -Access to the nurture provision (The Den & Chillax Room) | -Quality 1st teaching especially in PSHE, SEAL and circle time - Learning Mentor Support  -MIND counselling  -Educational Psychologist (EPS) advice, support and target setting  -Support from Positive Regard team.  -Access to the nurture provision (The Den & Chillax Room) |
|  | **Emotional**  **Needs** | -Quality 1st teaching especially in PSHE, SEAL and circle time - Learning Mentor Support  -MIND counselling  -Educational Psychologist (EPS) advice  -Access to the nurture provision (The Den & Chillax Room) | -Quality 1st teaching especially in PSHE, SEAL and circle time - Learning Mentor Support  -MIND counselling  -Educational Psychologist (EPS) advice, support and target setting  -Support from Positive Regard team.  -Access to the nurture provision (The Den & Chillax Room) | -Quality 1st teaching especially in PSHE, SEAL and circle time - Learning Mentor Support  -MIND counselling  -Educational Psychologist (EPS) advice, support and target setting  -Support from Positive Regard team.  -Access to the nurture provision (The Den & Chillax Room) |
|  | **Mental Health Needs** | -Quality 1st teaching especially in PSHE, SEAL and circle time - Learning Mentor Support  -MIND counselling  -Educational Psychologist (EPS) advice  -Access to the nurture provision (The Den & Chillax Room)  -‘Share a Worry’ – drop in session | -Quality 1st teaching especially in PSHE, SEAL and circle time - Learning Mentor Support  -MIND counselling  -Educational Psychologist (EPS) advice, support and target setting  -Support from Positive Regard team.  -Access to the nurture provision (The Den & Chillax Room)  -‘Share a Worry’ – drop in session | -Quality 1st teaching especially in PSHE, SEAL and circle time - Learning Mentor Support  -MIND counselling  -Educational Psychologist (EPS) advice, support and target setting  -Support from Positive Regard team.  -Access to the nurture provision (The Den & Chillax Room)  -‘Share a Worry’ – drop in session |
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| **Sensory and Physical Needs** | **Hearing Impairment Needs** | -Early identification and testing with Hearing Impaired Service (HIS)  -HIS advice with classroom approaches and adaptations  - resources to support | -Early identification and testing with Hearing Impaired Service (HIS)  -HIS advice with classroom approaches and adaptations  - resources to support | -Early identification and testing with Hearing Impaired Service (HIS)  -HIS advice with classroom approaches and adaptations  - resources to support |
|  | **Visual**  **Impairment Needs** | -Early identification and testing with Visual Impairment Service (VIS)  -VIS advice with classroom approaches and adaptations  -resources to support | -Early identification and testing with Visual Impairment Service (VIS)  -VIS advice with classroom approaches and adaptations  -resources to support | -Early identification and testing with Visual Impairment Service (VIS)  -VIS advice with classroom approaches and adaptations  -resources to support |
| **Multi-Sensory**  **Impairment Needs** | -Early identification  - school/classroom adaptations  -flexibility in routines  -resources to support | -Early identification  - school/classroom adaptations  -flexibility in routines  -resources to support | -Early identification  - school/classroom adaptations  -flexibility in routines  -resources to support |
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|  |  | **Universal** | **Additional School Support (no EHC plan)** | **With EHC** |
| **Physical and Medical Needs** | **Physical**  **Needs** | -classroom/ school environment adaptations (specialised seating & tables, external ramps, internal electronic lifts/ramps)  -access to disabled toilets around school  -learning mentor support  -MIND counselling  -Differentiated PE lessons  -Group or individual interventions such as handwriting or gross motor coordination  - Resources to support | -classroom/ school environment adaptations (specialised seating & tables, external ramps, internal electronic lifts/ramps)  -access to disabled toilets around school  -learning mentor support  -MIND counselling  -Support from Occupational Therapist (OT) and/or Physiotherapist where required  -Differentiated PE lessons  -Group or individual interventions such as handwriting or gross motor coordination  - Resources to support | -classroom/ school environment adaptations (specialised seating & tables, external ramps, internal electronic lifts/ramps)  -access to disabled toilets around school  -learning mentor support  -MIND counselling  -Support from Occupational Therapist (OT) and/or Physiotherapist where required  -Differentiated PE lessons  -Group or individual interventions such as handwriting or gross motor coordination  - Resources to support |
|  | **Medical**  **Needs** | -Health care plan  -Risk Assessments (where required)  -staff training  -classroom/ school environment adaptations  -learning mentor support  -MIND counselling | -Health care plan  -Risk Assessments (where required)  -staff training  -classroom/ school environment adaptations  -learning mentor support  -MIND counselling | -Health care plan  -Risk Assessments (where required)  -staff training  -classroom/ school environment adaptations  -learning mentor support  -MIND counselling |

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| **Type of Support** | **Details** |
| What behaviour systems / policies do you have in school? | It is a primary aim at Wath Central Primary School that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. Our behaviour policy is designed to promote positive behaviour and deal effectively with behaviour which falls below the expected standards. The consistency in approach throughout our school benefits all children including those with SEND. Children with specific difficulties also have access to additional support from the schools Learning Mentors and external support agencies such as Educational Psychology, Positive Regard and MIND. Education plans are devised when needed in order to maximise support and learning for all pupils. Parental involvement is important to successful behaviour management. Parental involvement at Wath Central exists through the celebration of successes during celebration assemblies and meetings etc. |
| What provision do you have in school to facilitate / support access to the curriculum and to develop independent learning for children with SEND? | SEND provision is monitored closely by the SENDCo and the senior leadership team in school. This includes monitoring of appropriate differentiation and targets and equal access to adult support and independence skills. In some cases, bespoke educational plans are created to ensure that all pupils have access to the curriculum both within the classroom and the nurture provision. |
| What support / supervision do you provide at unstructured times of the day including personal care? | Appropriate supervision is given at all times of the school day. Where children require 1-1 support or additional support this is also provided at lunch times and break times. Training is given to staff supporting children with additional personal care needs and adequate resources and environments provided. For pupils who have difficulties accessing the lunchtime provision, we offer access to a smaller, quieter area called The Picnic Club for them to socialise and eat lunch. |
| How do you identify, plan and assess children with SEND? | The school has robust systems for tracking progress and assessments and data is analysed throughout the year at regular assessment points by teachers and the senior leadership team. SEND Pupil Progress Meetings take place every term when the SENDCo meets with each class teacher to discuss individual children. These systems identify children who are not making desired progress. Review meetings with parents and external services allow planning to take place with all parties involved. Any pupils accessing an additional intervention to support progress and learning will be assessed at the beginning, mid-point and end of the intervention to ensure it is having maximum impact. |
| How are your staff trained for meeting the needs of children with SEND? | SENDCo delivers staff meetings alongside informal discussions with staff and review meeting discussions. External agencies such as speech and language therapy (SALT), learning support staff and educational psychologist deliver training as and when required. SEND guidance for staff is produced and updated regularly. |
| How do you communicate with parents? | All parents of children on SEND register or with medical needs are invited to review meetings with the class teacher, teaching assistant, pupils (where appropriate), SENDCo and external agencies where appropriate. This is usually termly but lesser or greater in frequency where necessary. Class teachers and teaching assistants have regular communication with parents. This is daily when necessary and home/school diaries are also used where appropriate. We also have a school Dojo messaging system where parents/carers and teachers can communicate with each other. |
| How do you communicate with children and young people? | Where appropriate children are invited to termly review meetings. All children contribute to review meetings through termly conversation and completion of pupil’s view sheets. |
| How do you liaise / communicate with External Services? | The school has excellent links with external services including additional services the school purchases. Where external services are involved with children they are invited to review meetings with school and parents. Additional meetings are also arranged outside of these reviews to allow professionals to give regular feedback to school and parents when needed. Key times are arranged for parents to meet with professionals such as the Educational Psychologist, LSS Teacher or ACT Team. The SENDCo holds termly planning meetings with some services such as speech and language, learning support service, and educational psychology service. |
| How do you provide for any medical needs? | Care plans are in place for children with medical needs. The plans are formulated through meetings with parents and the relevant health care professionals. Where appropriate children are also included in setting up plans for their own care. The plans are highly individualised and focus on each child’s personal needs. The plans ensure that pupils with medical needs have full access to education including school visits and physical education. The care plans detail access to any medication and steps to follow in emergencies. Health care plans are reviewed at least annually or before when required. All staff in school are made aware of children’s medical needs and copies of care plans are given to key people and are displayed in the staff room for reference by all staff. School has excellent links with the school nurse and links are made with the nurse and parents when needed. Other health professionals such as the epilepsy nurse support school when required. Staff are given relevant training to ensure medical needs are met including whole school training when necessary. The school has strict procedures for storing and administering medicines and staff administrating always have relevant training. The school supports emotional wellbeing relating to medical needs through learning mentor support for pupils and when needed counselling through MIND which is a service school buys into. Risk assessments always consider pupils with medical needs. |
| What transition arrangements do you have in place for children with SEND? | Additional transition visits in or out of the setting are arranged where thought to be beneficial to the child’s transition. The SENDCo and class teachers liaise with staff at previous and future settings through arranged meetings which also include external agency colleagues where appropriate. In the early years transition the school can access support from the Early Years Outreach Service. Parents are invited to all meetings and are included in the planning of transition arrangements. |
| What do I do if I am concerned about the provision for my child? | If you have any concerns about the provision being offered to your child, no matter how big or how small your concern may be, we strongly advise that you speak with your child’s class teacher. Additionally, you can speak to the Jacqui Crawford, the SENDCo who will be happy to discuss your concern.  Tel: (01709) 760345 |