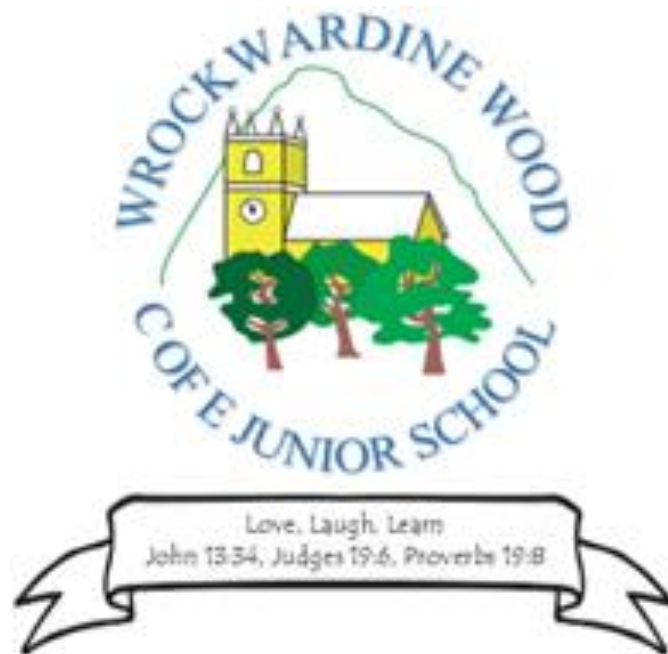


Wrockwardine Wood Church of England
Junior School
SEND Information Report



2022-2023

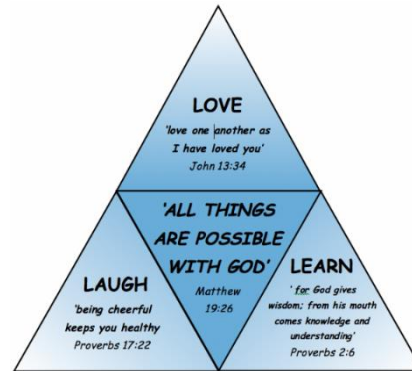
Vision Statement

Our school community will ignite the ability in all to 'Love, Laugh and Learn', recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our core Christian values, will empower all to flourish emotionally, socially, spiritually and academically, confidently knowing that 'all things are possible with God' (Matt 19:26).

Our Core Christian Values

Thankfulness, Respect, and Courage

- We will be thankful for our learning and in everything do, knowing that all things are possible with God.
- We will respect and love others, knowing that all possible with God.
- We will have courage with fun and laughter, knowing that all things are possible



we
things are
with God

Our Mission Statement

Our vision and motto, alongside our values, are exemplified through our school mission statement. We will:

- Nurture a community where strong caring relationships, built on Christian values, promote good mental health and wellbeing in which everyone feels **loved**, cherished and
- Be **thankful** for the gifts and talents that God has given us and others.
- **Respect** ourselves and others knowing that there is something extraordinary and wondrous in everything and in everyone.
- Provide a rich, varied and creative curriculum that ignites the joy and wisdom of **learning** so that all know '**nothing is impossible with God**'.
- Value collective worship and times for spiritual reflection that enhances and provides opportunities for spiritual development.
- Develop a PSHE and RSE curriculum that empowers all to be **respectful** towards and sensitive to the wants and needs of others.
- Have the **courage**, perseverance and resilience needed to face the challenges of modern Britain and the wider global community.

What kinds of special education needs and/or disabilities are provided for at Wrockwardine Wood CE Junior School?

At Wrockwardine Wood CE Junior School, we are proud to provide an inclusive education for all children who may have:

- Cognition and learning needs
Children whose learning need may result in them learning at a slower pace compared to their peers. They may have a Moderate Learning Difficulty (MLD) or a Specific Learning Difficulty (SpLD) such as developmental co-ordination disorder or dyslexia.
- Sensory or physical impairment
Children who may have a disability that causes a barrier to their learning, such as a Hearing Impairment (HI) or Physical Disability (PD) who need continual support.
- Social, Emotional and Mental Health needs
This involves challenging behaviours, becoming withdrawn, low self-esteem along with children who have attachment disorders, Attention Deficit Hyperactivity Disorder (ADHD) or Autism Spectrum Disorder (ASD).
- Communication and Interaction needs
Children who have speech, language and communication needs which result in them having difficulty communicating with others due to either their understanding or difficulties with social communication skills.

How do we identify children with SEND and their needs?

Being a junior school, many children are already identified as having a special education need before they join us. We use the SEND Provision Matrix (available from Telford & Wrekin's Local Offer webpage below) to assess our children's needs.

https://www.telfordsend.org.uk/downloads/file/1259/tandw_send_provision_matrix_2019

All children are assessed on core-curriculum topics on a termly basis. This allows us to identify if they are making progress in line with their attainment. From this, the literacy and numeracy leader, along with the SENCO can identify anybody who might require extra support despite accessing Quality First Teaching - either a carefully planned intervention, additional support in class or advice from external agencies.

Children with Social, Emotional and Mental health problems could also be identified through CPOMS (our current software used to monitor safeguarding, wellbeing and pastoral issues) if there are consistent incidents, we can then begin to think what provision needs to be in place. However, this will be very individual to each child. SEMH meetings are also held half termly between the SENDCo and Pastoral lead to identify any children who require additional support.

If we find that interventions in school are not helping the child make progress, then a conversation with parents will be had to discuss requiring the support from external agencies

such as a Learning Support Advisory Teacher (LSAT), Educational Psychologists or Speech and Language. External agencies will provide targets along with advice based on specialised assessments.

Children who are identified as requiring additional support, will be given individual targets on a provision map, which will be reviewed on a termly basis. If we feel as a school that a child isn't making progress in relation to their attainment, we may consider an application for an Education, Health and Care Plan (EHCP) by reviewing the current criteria set out by Telford and Wrekin. Please see here for more information on this:

https://www.telfordsend.org.uk/info/1/home/9/what_is_an_education_health_and_care_plan

If the child does not meet the criteria for an EHCP, an application to the Inclusive School Forum will be considered. This allows us to ask for additional advice from a room of professionals and extra funding can be awarded for any additional interventions that may have been recommended.

If you feel your child has a special educational need, please do not hesitate to contact your child's class teacher in the first instance, as in school they know your child best.

How do we monitor a child's progress?

Children's progress is formally monitored on a termly basis, reviewing interventions and whether the children have met their targets. During the term, TAs and teachers will informally discuss with the SENCo any concerns they may have that may arise. The form of assessment will depend on their area of need. For example, if their area of need is early reading, the assessment will be a Read Write Inc baseline, or if it is Social, Emotional Mental Health, they might be assessed against a Boxall Profile. Children's progress will be monitored and shared at parents' evenings and parents are always welcome to arrange a meeting if they would like a catch up meeting.

How do we meet the needs of children with SEND?

In accordance with the SEND Code of Practice 2015, we believe children with SEND learn best with the rest of their class. Our aim is for all children to be working in the classroom, accessing quality first teaching. Children with SEND are entitled to be taught by their class teacher and not always by a TA. Sometimes, your child may be taken out of the classroom in small groups with a TA to reach challenging targets. Work in class is differentiated by outcomes and providing additional support whilst also encouraging all children to become independent learners. In some subjects, children will be taught the objectives from the years below in order for them to plug any gaps in their learning and to ensure that learning takes place at a pace that is suitable for them.

Where it is decided that a child needs an intervention, this will be carefully planned with either class teachers and the SENCo or following advice from external agencies. Targets are aspirational but also achievable, to attempt to close the attainment gap. Targets will be recorded on the child's provision map and are reviewed on a termly basis.

The following are a list of interventions we currently have in school but are not exhaustive as they are carefully chosen for each child based on their assessments and targets:

- Read Write Inc
- Fresh Start
- Numicon Breaking Barriers
- Language group
- Pre-teach group
- Fine motor skills
- Emotional Regulation
- Colourful semantics

The children are assessed before the intervention based on the target, this way we can review whether they have made progress and whether the intervention is working.

What adaptations are made to the curriculum for children with SEND?

We can make the following adaptations to the curriculum so that all children can access learning:

- Coloured overlays or tinted pages to aid visual stress
- Visual timetables so all children can see what the day will look like
- When/then boards for children who need the school day broken down
- Pencil grips for fine motor control
- Writing slopes to aid handwriting positions
- Privacy screens
- Wobble cushions

Lessons are pitched at an appropriate level so all children are able to access it depending on their specific learning need.

How do we work with parents/carers?

At parents' evenings, the children's provision maps are shared with their current interventions and targets for that term. Parents can share their opinions too and how they will be able to help their child at home. There are many opportunities for parents to be welcomed into school throughout the year for workshops, viewing in class projects with an annual SEND coffee morning in place too. We are always willing to help parents and we encourage to arrange a meeting if you ever have any concerns or questions. Parents of our children with SEND also have an additional parents evening meeting though the year to discuss their child's progress.

How do we listen to the children's views?

We have a school council where children's views are always listened to and taken on board. Children with SEND are encouraged to apply to be a school councillor.

SEND pupil voice is regularly planned in which allows us to see whether the children think their interventions work well for them and what they think of the help they receive in school.

Children's provision maps have the pupils views on and these are gathered by their class teacher to ensure their view of provision is delivered in the classroom practice.

What support is in place for improving social and emotional development?

Over the past few years, children with social, emotional and mental health difficulties has increased. A considerable percentage of these children have experienced adverse childhood experiences (ACEs). We truly believe that behaviour is a form of communicating a need. We have a wide range of support available in school for those children with SEMH difficulties and any concerns are recorded on CPOMS which is regularly monitored. Each child will have a carefully planned and bespoke intervention. Some children will be assessed against a Boxall profile, which will create specialised targets for us to focus on within school. We currently have the following interventions in place:

- Mini-Miracles provision (Nurture Group) taught by Miss Ashley who is Nurture Group trained and a Mental Health First aider.
- Counselling sessions led by Mrs Brayne who is currently studying for a diploma (Level 4) in Counselling which is due to be finished by Summer 2021.
- We have 3 Mental Health First Aiders - Mr Pearson, Miss Ashley (Pastoral Lead and Nurture Group Teacher) and Mrs Brindley-Jones
- Soft Start provision for children who find settling into the classroom at the start of the day challenging
- Lego Play therapy
- Emotional Regulation
- Lunch time Nurture support for those children who find unstructured times difficult
- ELSA (Emotional Literacy Support Assistant)
- Grief counselling
- Play Therapy

If you feel you need additional support within the family home, please contact Miss Ashley to discuss an Early Help Plan.

We also have Wellbeing Warriors who have been carefully selected by Class Teachers. For further information on this, please see the Emotional Wellbeing and Mental Health Policy.

What specialist services and expertise are available or accessed by the school?

A range of services are available when we feel a child isn't making the expected progress or if we feel a child needs specialised expertise and support. Some of these services include:

- Educational Psychologists (EP)
- Occupational Therapy
- Speech and Language Therapy
- BeeU (Previously known as CAMHS)
- Learning Support Advisory Teachers (LSAT)

How are children with SEND included in activities outside of the classroom including school trips and how accessible is the school site?

All staff at Wrockwardine Wood CE Junior School strive to ensure the curriculum and learning environment is accessible to all. A risk assessment is carried out prior to any offsite activity to ensure everyone's health and safety will not be compromised. The school environment is accessible to all. The majority of the site is wheelchair friendly; we have recently had our year 4 and 6 playground levelled with the doors to allow ease for wheelchair users.

How do we prepare and support a child when joining the school and transferring to a new school?

We have a good relationship with Wrockwardine Wood Infant School and SEND information starts to be passed on in the Summer Term. Meetings between both SENDCOs takes place and then meetings are set up with parents if either they request it, or we feel it is necessary. Extra visits and transition days are also set up for children who may struggle with the transition to make it as smooth as possible.

For transferring to year 7, we have close relationships with many of the local secondary schools and meetings are set up swiftly once children know which secondary school they will be attending. Meetings take place with SENDCOs and parents to ensure all the relevant information is passed on. Children are then given the opportunity to have extra visits and extra transition days in order to make the transition as smooth as possible.

How do we measure the impact of our SEND provision?

Children work towards targets/age expectations and these can be assessed on a daily basis by the class teacher through observations, work, photographs or orally. Children that have been identified as having SEND, have their targets reviewed regularly to ensure provision is successful.

Interventions delivered across the school are recorded and monitored and comments are made against each target to show what progress the child has or has not made within interventions and class. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach/strategy may be tried to ensure the child does make progress.

How do we manage the administration of medication?

If a child has a medical need then a detailed Health Care Plan is compiled with support from the school nurse and parents/carers. These are shared with all staff who are involved with the child. There are named Paediatric first aid trained staff within the school and staff receive training delivered by the school nurse on diabetes, asthma and Epipen. Where necessary and in agreement with parents/carers medicines are administered in school but only where there is a signed medical consent form and a prescribed label is on the medication by a medical professional.

What can you do if you have a complaint about any aspect of SEND provision?

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs or involved with external agencies.

Who should you contact if you require any further information?

If you want to discuss your child's special educational need provision, please contact Mrs Williams on 01952387880.

Other useful links:

[Telford and Wrekin SEND Local Offer](#)

[Occupational Therapy](#)

[Speech and Language Therapy](#)

[Telford and Wrekin IASS](#)

[Autism West Midlands](#)

[Telford and Wrekin Strengthening Families](#)

[Parent SEND Newsletters](#)

[Telford Parents Opening Doors Forum](#)

[BEAM](#)

[BeeU \(previously CAMHS\)](#)

Updated July 2022