

Who are the best people to talk to at W.R.P.S about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The Assistant Head for SEN and Behavior Management

Responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing

Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.

Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.

Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class/subject teacher

Responsible for:

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the AHT for SEN and Behaviour Management know as necessary.

Writing Support Plans and sharing and reviewing these with parents at least once each term.

Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher

Responsible for:

The day to day management of all aspects of the school, this includes the support for children with SEND.

She will give responsibility to the AHT Inclusion and SEN and class teachers but is still responsible for ensuring that your child's needs are met.

She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Our SEN Governor is Dan Heydon

He is responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND.

How will staff at W.R.P.S support my son/daughter?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

That the teacher has the highest possible expectations for your child and all pupils in their class.
That all teaching is based on building on what your child already knows, can do and can understand.
Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work with in a smaller group of children.

This group, known as Achievement Gap pupils may be:

Run in the classroom or outside.
Run by a teacher or most often a Teaching assistant who has had training to run these groups.
These pupils have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

He/ She will engage in group sessions with specific targets to help him/her to make more progress.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies

e.g Speech and Language therapy OR Occupational therapy group SEN Support Plans

This means they have been identified by the class teacher/AHT Inclusion as needing some extra specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the ASC Outreach Team or Sensory Service (for students with a hearing or visual need)
Outside agencies such as the Speech and Language therapy (SALT) Service.
Specialised assessment team SENAAT.
Referral to the School Nurse and Community Pediatricians.

For your child this would mean:

Your child will have been identified by the class teacher/AHT Inclusion and SEN (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups. You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist or School Nurse. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

Woodchurch Road Primary School

The specialist professional will work with your child to understand their needs and make recommendations which may include:

- Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g a social skills group
- A group or individual work with outside professional

The school may suggest that your child needs some agree individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual Support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/AHT as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

For your child this would mean:

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at school level.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at school level and set up a meeting in school to ensure strategies are in place to ensure your child makes as much progress as possible.

The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.



How will the curriculum at W.R.P.S be matched to my child's needs?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

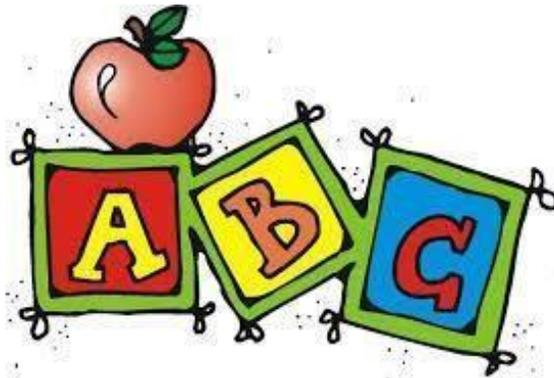
Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

All lessons are differentiated to ensure that all pupils get a sense of achievement in their learning.

Classes are mixed ability and can contain pupils who struggle with their learning and those who need further challenge. Planning will contain support and challenge as needed.

Targets for individual progress are shared termly with parents in a letter sent home and on our website.

Teachers and SMT review pupil progress half termly and track pupil data to ensure progression.



How will I know how my child is doing at W.R.P.S and how will you help me to support my child's learning?

Your child's progress is continually monitored by his/her class teacher.

His/her progress is reviewed every half term and a National Curriculum step given in English, Speaking and Listening, Maths and Science.

If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Children who need more specific interventions will have a SEN Support Plan which will be reviewed every term and the plan for the next term made. This provides an ideal opportunity for discussion and ways forward.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. Parents' Evenings take place in Autumn and Spring terms and is an excellent opportunity to discuss any concerns or to share in successes.

We have an open door policy at Woodchurch Road Primary School and encourage our Parents to :-

Contact their child's teacher at the earliest signs of any difficulties or concerns.

If we do have concerns then a 'Home-School' book will be provided to give daily information as needed.

Year band drop-ins are held in September to ensure that all parents are informed of any changes and expectations and Parents' Evenings are held in October and March across the school year.



What specialist services and expertise are available at W.R.P.S or are accessed by you?

Directly funded by the school:

Orrets Meadow Outreach Service – Dyslexia Specialists
Gilbrook Outreach Service – Behaviour Management Specialists
SENAAT – Special Educational Needs Advisory Assessment Teacher
Attendance and Family Liaison Officer
Additional Speech and Language Therapy input to provide a higher level of service to the school
Place2be
Family Support worker

Paid for centrally by the Local Authority:

ASC Team – Autistic Spectrum Condition Team
Educational Psychology Service
Sensory Service for children with visual or hearing needs
Speech and Language Therapy (provided by Health but paid for by the Local Authority)
MEAS – Minority Ethnic Achievement Service
Gateway – Children and Young Peoples Department Professionals
CAMHS – Child & Adolescent Mental Health Service

Provided and paid for by the Health Service (Wirral NHS Trust) but delivered in school:

School Nurse



What support will there be in W.R.P.S for my child's overall well-being?

Strategies to support the development of pupils' social skills and enhance self-esteem

Social Skills groups at lunchtime staffed by Teaching Assistants
Structured games within a small group environment at lunchtimes overseen by Midday Supervisors
Staff trained to administer medicines and first aid
Use of social stories to aid social skills and understanding
Access to specialist advice from the ASC (Autistic Spectrum Condition Team) as required

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

Small step approach to learning new transitions e.g. assembly
Individual work station to be used/accessed (as applicable)
Phased entry to full time education as required
Pre warnings for finishing activities
Established routines (as far as possible)
Awareness of heightened sensory sensitivity
Use of sensory box may be deployed
Use of visual timetable

Strategies to support / modify behaviour

Individual behaviour programmes in place as required
Whole school approach- Simple rewards and sanctions visually supported
Home-School contact book (as required)
Use of visual timers and prompts
Short release breaks (as applicable and feasible)
Keep instructions simple and positive
Use of positive language; 'Catch them being good'
Role model expected behaviour
Use of wondering aloud- 'I can see you are... I am wondering if...'
Behaviour rules and expectations taught and consistently acknowledged and rewarded – classroom agreement shared
Gain pupils attention before speaking e.g. clapping signals, hand raised, singing instructions



What training have staff received at W.R.P.S to support pupils with SEND?

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND.

This includes whole school training on SEND issues such as ASD and Speech and language difficulties.

W.R.P.S. staff has had training in 2013-2014 on Understanding Autism, KS1 TA's '5 Minute Box'

Intervention for Maths and Literacy, Reading for Pleasure Training

Safeguarding training

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

All staff trained in the new SEND Code of Practice and their role in this.

New SENCo being trained on the NASENCo course at Manchester Metropolitan University



How accessible is Woodchurch Road Primary School?

Access to modified equipment and ICT

Access to particular equipment such as easi-grip scissors, fidget aids, pencil grips, move n sit cushions and sloping boards as recommended by specialists

Adaptations to school site as required to increase accessibility such as lift, chair lift and fluorescent edging on edge of steps

Building is fully wheelchair accessible

Keyboard adaptation for visual difficulties

Disabled adult toilets and disabled pupil changing facilities on the ground floor

Hall on the ground floor for meetings, assemblies, dinners and P.E.

Links with MEAS department – translators can be used for meetings with parents

Links with the Auditory/Visual Specialist Teachers – consultation and advice to teachers and parents

Use of ICT programmes to support individual needs



How will W.R.P.S prepare and support my child joining W.R.P.S or transferring to Secondary school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving to our school:

Information will be passed on to the new class teacher IN ADVANCE and all preparations to make the first day a pleasant one.

All new pupils will complete with the class teacher an Induction Booklet. This will include details on school procedure, a Code of Conduct to sign and discuss at home and a year band timetable.

In Year 6:

The AHT/SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.

Your child will do focused learning about aspects of transition to support their understanding of the changes ahead, including creating a one page profile sheet to help explain some of their worries/likes/dislikes.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Year 7 pastoral staff will visit the school to meet your child and discuss their needs with both the SENCO and the class teacher.



How can I let W.R.P.S know I am concerned about my child's progress?

If you have concerns about your child's progress you should speak to your child's class teacher initially. Don't wait until Parent's Evening!

We operate an open door policy at W.R.P.S, so contact us as soon as you are concerned.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the AHT/ SENCo or Headteacher or ask at the School Office for an appointment.

If you are still not happy you can speak to the school SEND Governor.

Details of how to contact school are on the school website.

