



1. The kinds of special educational needs for which provision is made at the school

Wybourn Community Primary School caters for pupils with a wide range of Special Educational Needs and Disabilities (SEND) as defined by the SEND Code of Practice (2014). These include needs such as physical and sensory difficulties, medical needs, mental health disabilities, specific and general learning difficulties, speech and language difficulties, complex or severe learning difficulties and conditions such as Autism. We are aspirational in our expectations for all children, regardless of their needs, and aim to provide an education that will allow them to thrive, meet their full potential and be life-long learners

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

The school's SEND policy and the arrangements for supporting pupils with SEND have been updated to ensure they are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years, June 2014.

Learners' Special Educational Needs (SEN) are identified over a period of time by staff working with the pupils, alongside the use of academic and social-emotional attainment and progress reviews.

In the first instance, where staff and/or parents have concerns around a child's needs the child is targeted through adapted planning by the class teacher and Teacher/Teaching Assistant led interventions. These interventions and groups are delivered either by the class teacher, teaching assistant or another suitably trained member of staff and aim to target a pupil's barriers to learning, difficulties or delays. Staff are expected to provide reasonable adjustment for all of their pupils in order to lessen barriers and hindrances to engagement regardless of SEN status.

These children are not classed as being part of the SEN cohort in school but children are monitored through school systems (see below).

If, after a period of time, the support put in place has failed to adequately support the child the class teacher, parent and SENCO can jointly place the child on the school's SEN Register at 'SEN Support'. The child can then access further support outside of the classroom, and can be referred to more specialised (out of school) practitioners including School2School Support, the Early Years Inclusion Team, an Educational Psychologist, NHS Speech and Language Therapy Service, the Autism Team, MAST (Multi-Agency Support Team) and School Nurse. These referrals will only occur with a parent's permission.

Working in conjunction with a child's parents the school is also able to support the referral of children, through the family GP, to other NHS services; for example, the Ryegate Children's Centre or the CAMHS team (Children and Adolescent Mental Health Service).

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of provision for such pupils;

- Standardised testing through School 2 School, EPS and SALT professionals to measure improvement in skills e.g. reading accuracy, reading speed, reading comprehension, spelling accuracy, writing speed
- Baseline screening and review of pupils' Speech and Language ability in Foundation Stage 2
- Use of assessment data, lesson observations, learning walks, book scrutiny, staff liaison and marking to measure progress in the classroom
- Monitoring of systems, e.g. behaviours and attendance
- Discussion with pupils
- Parental feedback
- Intervention staff feedback including intervention mentoring, drop-in and informal observation
- SENCo review of interventions
- SLT led termly Pupil Progress meetings
- Governor's Curriculum Sub-committee meetings

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

- Classroom staff work with the SLT in termly pupil progress meetings; where all children in the class are discussed and support (class based, Inclusion Team, school run intervention or specialist worker) is discussed
- Progress of groups within school, including SEND, is analysed and fed back to whole staff
- Pupil data and class 'Inclusion Plus' records are monitored - pupils identified through this system are assessed and, where appropriate, given a named Inclusion Team member who will co-ordinate support, when a child does not need a named member of the team, class teachers are provided with advice and

support, e.g. paired observations, solution focused discussion and/or strategies to implement. Children on Inclusion Plus are then reviewed within the next term's meeting

- Children on the SEN Register have individual targets, these are monitored and reviewed by teacher, parent (and child where appropriate) at least termly – some children with more complex needs may also have a 'My Plan' (enhanced SEN Support document) or EHCP. Pupils with relatively complex needs may be entered onto school's 'Sheffield Support Grid' returns document; the document is used by school and the Local Authority to plot out the child's special educational needs and the provision in place to meet them
- Annual reviews take place for pupils with an Education Health Care Plan (EHCP), previously called 'Statements'
- Children with complex SEN (who are on school's SEN Register at either SEN Support, My Plan or EHCP) may also benefit from multi-agency review meetings where targets are reviewed and outside agency professionals provide feedback (alongside class teachers) on assessments, progress towards targets and next steps
- Parents' Evenings are held throughout the year; children are invited to the evening in Spring Term to celebrate their work.
- A small number of pupils may require closer monitoring and frequent reporting to parents; this could be in the form of additional home/school books, telephone contact and letters as appropriate

(c) The school's approach to teaching pupils with special educational needs;

- Teachers are responsible for the progress of SEN children in their class and therefore the reasonable adjustment / differentiation within class, in order that all needs in the class are met
- Teachers work within teams, with members of the Inclusion Team and specialist practitioners to remove barriers to learning and enable SEND pupils to access the curriculum and make progress. External agencies working in school include: School to School Support, Speech and Language Team – Mainstream and complex case teams, Educational Psychology Service, CAMHS, Autism Team, Visual Impairment Team, Hearing Impairment Team, Early Years Inclusion Team, Occupational Therapist and MAST professionals – e.g. Family Support Workers
- Information on individual pupils with SEN is held electronically in a secure database on the school's network and on the school's electronic web-based CPOMS system; this is accessible to all teachers and is regularly updated. Each class' SEN cohort is detailed on the school's SEN Register and paperwork relating to pupils is uploaded to the school's database - this will include reports from external agencies where applicable
- Where possible pupils are taught in mainstream classes. Children with identified gaps in their learning, learning delay or who require focused teaching can be targeted within class or withdrawn for specialist interventions, e.g. speech and language interventions, social skills groups or targeted reading interventions
- The school provides two hubs: One for children in Foundation Stage 1 and another for children in Foundation Stage 2. The primary purpose of these hubs is to support children with communication and interaction needs as defined in the SEN Code of Practice.
- The school provides a Preparation for Adulthood provision for Key Stage 2 children to improve independent living skills and support with the application of functional maths and literacy.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

- Lessons are planned to be experiential and utilise visual, auditory and kinaesthetic methods of learning – resources deployed are appropriate for children's needs
- Teachers and TA's are employed specifically to support children with SEND at appropriate times
- Children who require break-out/safe spaces are given specific areas of school to access and work with adults to plan safe use of these
- Interventions are provided by school to meet areas of need, e.g. additional literacy & numeracy interventions or emotional literacy support
- Complex/high need children access personalised timetables (As appropriate and with the support of their parents) to better meet their needs
- The building is accessible from the street onto 1st and 2nd floors and the school has a lift to provide access between the two floors

(e) Additional support for learning that is available to pupils with special educational needs;

Provision is allocated according to need and follows the "Assess, Plan, Do & Review" process laid down in the revised Code of Practice 2014.

Where gaps or barriers to learning are identified and additional support is required school is able, where appropriate, to provide Wave 1 (classroom) and Wave 2 &3 (out of class/individualised sessions) support through various interventions. For example:

- Booster Groups: Phonic, Writing, Numeracy and Spelling, Punctuation and Grammar (SPAG)
- Daily 1:1 reading for target children
- Motor Skills Development Intervention
- Lexia reading intervention
- Precision Teaching
- Sensory Circuits
- Classroom based support targeting specific elements of learning, e.g. key word recognition.
- Neli Speech and Language Intervention in FS2
- Language Enrichment Activity Program
- Vocabulary Improvement Program
- Narrative Improvement Program
- Bear's Group (social skills/learning skills)
- 1:1 support linked to High Needs/Top Up Funding
- ESCAL Reading Volunteer Program
- Theraplay techniques (Group and individual)
- Therapeutic Reading
- Mighty Minds Social, Emotional Mental Health Intervention

Further insight and support can be available, via referral, through the following agency/school partnerships:

School to School Support, Speech and Language Team – Mainstream and Specific Language Impairment, Educational Psychology Service, CAMHS, Autism Team, Visual Impairment Team, Hearing Impairment Team, Early Years Inclusion Team, Occupational Therapist and MAST professionals – Primary Mental Health Nurse, Senior Learning Mentor and Family Support Workers.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

- Discovery Club & Inclusion Club (lunchtime)
- Wow Club (after school hours childcare provision)
- Athletics Club (after school)
- Football clubs, girls and boys (after school)
- Day trips / off site activities / residential visits – Staff attempt to plan and organise trips that are accessible to all children regardless of need; children with complex needs will be individually risk assessed prior to trips as appropriate and parents are consulted about how their children can best access the activity

(g) Support that is available for improving the emotional and social development of pupils with special educational needs.

- Senior Learning Mentor and Assistant Learning Mentors (School based: 0114 2721988)
- Attendance and Behaviour Support Officer (School based: 0114 2721988)
- School's Local Authority Educational Psychologist (0114) 250 6800
- School 2 School Support teacher – Fusion TSA (0114) 2507394
- Early Years Inclusion Team (0114) 273 6411
- Emotional literacy / pastoral skills based interventions and opportunities (School based: 0114 2721988)
- Social Skills groups (School based: 0114 2721988)
- MAST workers (accessed through Family Common Assessment Framework – 0114 2053635)

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

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| • Mrs J Bingham (Primary Provision) | Mrs V Hudson (Nursery Provision) |
| • Tel: 0114 2721988 | |
| • c.howlett@wybourncommunity.sheffield.sch.uk | v.hudson@wybourncommunity.sheffield.sch.uk |

5. Information about the expertise and training of staff in relation to children and young people with special

educational needs and about how specialist expertise will be secured.

Staff in school are trained in a range of differing areas in order to support a wide range of learning and emotional needs in school.

For example, staff have been trained in working with children who have Speech and Language difficulties by school's bought in therapist; including ongoing training in the use of 'Cued Articulation', 'Communicate in Print' and 1:1 speech and language training, communication rich environments are promoted throughout school.

School also buys in to the Fusion TSA School2School (S2S) support package. Staff have worked with the school's designated S2S teacher, observing and supporting children in class with various learning traits, e.g. dyslexic profiles and general/specific learning difficulties. Consultations, environment work and training around in-class intervention such as precision teaching sessions and pre-/post-learning group sessions has also been undertaken.

School has continued to build on its capacity to target and support the high level of prevalence regarding pupil social emotional mental health and wellbeing; Zones of Regulation has begun roll-out in three year groups as a pilot prior to the whole school taking the system onboard, all school staff have accessed Trauma Informed Schools training (TISUK), a member of SLT has attended the SLT specific TISUK and two members of staff are undertaking the TISUK diploma.

Staff who work with individual learners who have more complex needs are trained on these needs and how to support them where possible. For example, staff have been trained on the use of Picture Exchange Systems to support pupils with communication difficulties, the use of SCERTS is being rolled out for specific pupils and we have worked closely with outreach workers from the Primary Inclusion Centre regarding training for staff working with children with Social, Emotional Mental Health difficulties.

Teaching Assistant staff are qualified at NVQ level and above; whilst many are also trained in interventions which are used in school to support individuals and groups of learners. Please see Section 3e for details.

In order to ensure that staff are aware of children's needs all staff have access to medical care plans, SEN registers and, where present, copies of children's individual 'My Plans', 'Positive Handling Plans' and individual behaviour plans or scripts.

School operates an open door policy which encourages parents to talk on a daily basis with staff and children on the SEN Register and their families are invited to attend termly review meetings. Parents of children with significant or complex levels of difficulty will then attend further meetings throughout the year as appropriate. Where required members of staff also accompany families to out of school appointments and meetings.

Where specialist support is required, having followed school's in-house graduated response (i.e. classroom input, Inclusion Team involvement and monitoring, Senior Leader input) class teachers and the Inclusion Team work with children and families to complete referral forms for outside agency interaction, or prepare evidence for parents to take to other professionals. Where children's needs are found to be extremely complex, school looks to work with parents and the Local Authority to recognise the level of these needs and carry out statutory assessments of pupils' SEND needs – this can result in children receiving an Education Health and Care Plan. Where appropriate school is also able to request High Needs SEND Funding, which when allocated can be used to support the school in meeting learners' needs (see section 6).

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

School has a designated budget to supply equipment and provide facilities for pupils with SEND.

School is also currently able to make applications to the Locality High Needs SEND Funding Panel. Funding requests can be made by school to support training, resource acquisition, short term high needs support or EHCP provision)

where normal school resources are not sufficient. The Locality SEND Funding Panel is able to allocate whole or part of the funding requested where school has provided sufficient detail regarding needs of learners, provision already in place and expected outcomes from the allocation of funding. This funding is reserved for children requiring provision at a Level 4 or above on the Sheffield Support Grid – a Local Authority document used to level children's needs and the provision required to meet them.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Wybourn Community Primary School operates an open door policy and actively encourages parents to engage with the teacher, class and wider school community.

Review documents are used by staff including a SEN review form detailing parent and teacher input as well as targets and the child's one page profile. Staff are given training and supporting documentation regarding best practice when conducting reviews. School continually review the way in which SEN meetings take place in order to improve the quality and outcomes of teacher / parent / child reviews.

Parents are routinely invited to:

- Termly parents' evening
- Termly SEND review meetings
- Annual Review EHCP meetings
- Further meetings on request/as required
- Transition meetings where required (see below)

High Needs/Vulnerable children receive end of year transition meetings with their parent, and current and planned class teacher(s) for the next academic year. This meeting provides an opportunity for parents to meet with staff, to share what has worked well over the year and to provide continuity into the next. School has a transition offer, with varying levels of support in place dependent on children's' levels of need.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

- If appropriate, pupils with an EHCP, attend and participate in their annual review or provide written/drawn/video advice
- Pupil voice and feedback is accessed in interventions through conversations between staff and pupils
- Pupils' SEN Support targets are reviewed with learners and a One Page Profile is completed with pupils
- The Inclusion Team works on a 1:1 basis with identified students - as part of this work, the team involve learners in targets which include social, emotional and academic targets as appropriate

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

As per school's open door policy, parents are encouraged to first speak with a pupil's teacher. Alternatively, families are able to speak with a member of the Inclusion Team or Senior Leadership Team as required. Parents are also able to contact the school's Governing Body; contact details found on the school's website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The SENCo meets with the designated SEN Governor to discuss support, the impact of support and planned innovations within school. Furthermore, the Governing Body requires regular updates on SEN cohorts and support in termly meetings, which the SENCO attends. As part of this feedback the impact of outside agencies is discussed. The curriculum sub-committee also meets on a regular basis and this group discuss vulnerable cohorts. See earlier sections (e.g. Section 3c) for details of the services / agencies providing support for pupils with SEN and their families. The school works closely with the Local Authority, discussing high needs children and the provision they require and are able to receive at Wybourn.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

The point of contact in school regarding SEND are the SENCo Mrs J Bingham and Assistant SENCo Miss B Fox. In the Children's Centre the Foundation Stage Leader and SENCo is Mrs V Hudson (0114 2721988)

- The school's "Local Offer", produced for prospective and existing families, is found on the Local Authority's website, Sheffield Directory <http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/home.page>.
- Other contactable professionals in school: your child's class teacher, school's Designated Safeguarding Lead (DSL/Safeguarding Officer), school's Assistant Heads, the Head Teacher and the SSET Academy CEO - (0114) 2721988
- Contact numbers for routine services are listed in Section 3g

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Foundation Stage Transition: In the Summer Term prior to moving up to Foundation Stage 2, the class invites both children and parents to 'moving up' mornings. Any child on the SEN Register at their current setting is then also offered a home visit or review meeting, generally attended by a member of the Inclusion Team and the future class teacher to discuss any concerns that the family may have or questions about the school's organisation. Family members are then also invited to a 'new starters' meeting where family will meet classroom staff, members of the Inclusion Team and Senior Leadership Team. If children are joining the setting and have complex or high needs further transition can be put in place.

Transition within/between Key Stages: Throughout the school class teachers meet future teachers to discuss learners, targets, needs and support they have utilised that year. In the case of high needs children the family of the child are invited to attend these meetings and their opinions, ideas and concerns are noted and acted upon. Children with high and complex needs are encouraged to share more in-depth information about themselves with their future teacher (through a Communicate In Print questionnaire) and are given opportunities to visit their future class bases and teaching staff to begin building a rapport. Teachers have access to children's SEN files on the CPOMS database and are able to draw on reports and specialist practitioner advice as appropriate or required. The children also spend multiple sessions with their new class prior to the summer break.

Transition out of school: On moving into secondary school provision, or from school to other primary settings, children who are on the SEN register are discussed in transition meetings by either the class teacher and/or SENCO. SEN files are then transferred to new schools. Other children move within primary school years and a similar discussion and transfer of files follows. A minority of children with significant and complex needs move from school to integrated or specialist provisions; this is achieved through an assessment of their SEN needs and the awarding of an Education Health Care Plan (EHCP) which the Local Authority may then name a specialist placement as being required within.

13. Information on where the local authority's local offer is published.

A link to the school's and Local Authority's "Local Offer" can be found on the school website. To locate the Local Authority offer follow <http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/home.page>, to find Wybourn Community Primary School's offer type in "Wybourn Community" into the site's search bar.