



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, visual and hearing impairments, medical needs, mental health disabilities such as anxiety and depression, specific learning difficulties such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing), general learning difficulties, communication, speech and language difficulties, autism and ADHD.

We are a highly inclusive, community based school which strives to meet the individual needs of all its learners. We work in partnership with children, parents and other agencies to provide the best possible outcomes for all our children, including those with a range of additional and complex needs. 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. Children initially accessing this support are not classed as being part of the SEN cohort in school but are monitored through school systems.

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 long-term support and may be referred to more specialised (out of school) practitioners including Fusion, the 0-5 SEND team, an Educational Psychologist, NHS Speech and Language Therapy Service, the Autism and Social Communication Education and Training Team and Education mental health workers. These referrals will only occur with a parent's permission. 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), vision and hearing impairment teams, sensory service, physio and occupational therapists.

The Extended Support Plan (previously known as the Myplan) is for learners on SEN Support who have a high level of SEN— usually at level 3 or above on the Sheffield Support Grid, those with a wide complexity of need or those with multiple outside agency involvement. My Plans or Extended Support Plans incorporate the support plan, but also include:

- information about a child's needs, support and progress over time.

- outside agency involvement over time and the impact of this
- a person-centred, preparation for adulthood discussion to identify longer term concerns and aspirations.

Sometimes an extended support plan review may show that a child has made less than expected progress despite SEN support. In this case, school request support from a locality panel. Wybourn Community Primary school is based in locality C, which runs panel meetings where, with parental consent, children and young people can be discussed with colleagues to inform next steps.

Where children's needs are found to be extremely complex or a child fails to make progress in spite of high quality, targeted support, 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. If the school does not feel it is appropriate to submit an EHC needs assessment, SENDCO will provide support to parents in order to allow parents to submit a request.

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

- **The school evaluates the effectiveness of provision for pupils with SEND through;**
 - Pupil voice. We talk to and listen to pupils on an ongoing basis, both informally and part of the review processes. Pupil voice is gathered by teachers (daily), inclusion team, SLT, Key stage leads and subject leads (during deep dives).
 - Progress monitoring – Class teachers, the SENCO and SLT are involved termly reviews of assessment data, and progress against individual targets.
 - Parental Input- We engage with parents to gather their perspectives on the effectiveness of strategies of progress of their children. This evaluation is gathered through open door policy and informal conversations with parents, SEND coffee mornings, SENCO phone calls and review meetings.
 - External Evaluations- external visits involve 1:1 work and assessment plus observation of children in class to evaluate the effectiveness of provision and the recommendation of next steps.
 - Observations by the SENCO. The SENCO takes an active role in school which enables ongoing evaluation and feedback on provision. Where a child is raised as a cause for concern, the SENCO will carry out a more specific observation.
 - Quality assurance through subject leader deep dives and mentoring for ECTs.
 - Monitoring of systems for behaviour and attendance
 - Staff feedback- teachers and TA's will feedback to the SENCO and SLT about the effectiveness of provision. This enables effective evaluations in relation to the assess, plan, do, review approach.
 - Governor monitoring visits to school including classroom visits
 - Sheffield support grid return document. Locality SENCO visits school to look at provision for children level 4 or above.
 - Locality panels.
 - Intervention monitoring- phonics (phonics assessments) , specific wave 2 language interventions (LEAP, VIP and NIP screeners), nurture group (Boxall profile), mental health work (risk screening) and learning mentor interventions such as lego therapy (strengths and difficulties questionnaires).
- **the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;**
 - Baseline assessment- when a child is identified as having special educational needs, a baseline relevant to the child's area of need will be carried out. Examples include phonics checks, comprehension check, standardised speech and language assessment, Birmingham toolkit, Boxall profile, language screening.
 - These assessments are then used to inform the setting of individual outcomes and provision to support progress. These are monitored and reviewed by teacher, parent (and child where appropriate) at least termly – some children with more complex needs may also have an 'Extended Support Plan' or EHCP.

- 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. Standardised testing through Fusion, Educational Psychologists and Speech and Language therapists are used to measure improvement in skills.

- Annual reviews take place for pupils with an Education Health Care Plan (EHCP).
- Children with complex SEN (who are on school's SEN Register at either SEN Support, Extended support 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.
 - Children accessing hub provision will have their progress monitored against the entry and exit criteria to monitor the impact of this provision.

(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, 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: Fusion, Speech and Language Team, Educational Psychology Service, Education and primary mental health workers, CAMHS, Autism and Social Communication Training and Education Team, Visual Impairment Team, Hearing Impairment Team, 0-5 SEND, Occupational Therapists, sensory service, physiotherapists, private therapy services and Family intervention.
- 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.
 - In order to ensure that staff are aware of children's needs all staff working with groups or individuals have access to the relevant medical care plans, SEN registers and copies of children's individual support plans, communication passports, Positive Handling Plans and individual behaviour plans or scripts.
- Where possible pupils are taught in mainstream classes. Children 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 and another for children in Foundation Stage 2 and KS1. 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 daily cognition and learning group for Key Stage 2 children working within the EYFS/ year 1 curriculum in literacy and maths. The aim for this is to improve functional literacy skills to enable children to be independent within the classroom.
- The school provides a nurture provision two afternoons per week for KS2 children. The nurture group targets children who are experiencing difficulties in their mainstream classroom. The sessions are run by an assistant learning mentor and level 3 specialist TA. The aim of the group is to address the holistic needs of each child within the group, helping them to thrive academically, socially, and emotionally within the school environment. This includes:
 - teaching children how to foster positive relationships with peers and adults
 - improving communication skills
 - empathy, conflict resolution and co-operation.

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

- Lessons are planned to be accessible to all children, with adaptive teaching approaches. Activities are experiential and utilise visual, auditory and kinaesthetic methods of learning – resources deployed are appropriate for children's needs.
- Key learning in each year group and subject, including for those with Special Educational Needs is identified. Children do not move on until they have fully grasped the key concepts for each year group.
- Enhanced use of visual support for language and learning e.g. Shape Coding, Makaton, Cued Articulation, vocabulary mats are utilised and used in all classrooms.
- Each class has a full time teaching assistant who is deployed by the teacher as appropriate to support children with Special Educational Needs within curriculum lessons.
- 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 so that emotional regulation is not a barrier to curriculum access.
- Interventions are provided by school to meet specific areas of need, e.g. additional literacy & numeracy interventions or emotional literacy support.
- Complex children or children with a high level of need access personalised timetables and curriculums (As appropriate following outside agency advice and with the support of their parents) to better meet their needs.
- The use of assistive technology is enabled for children to revisit and record their learning. This includes iPad apps, Clicker 8 and reading pens.

- A focus on specific vocabulary and the pre teaching of this to remove vocabulary barriers to lessons.
- The building is physically 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. Current interventions include:

- Booster Groups: Phonic, Writing, Numeracy and Spelling, Punctuation and Grammar (SPAG)
- Little Wandle rapid catch up and SEN programme
- First class@number
- Daily 1:1 reading for target children
- South Warwickshire Motor Skills Development Intervention
- Precision Teaching
- Sensory Circuits
- Language Enrichment Activity Program
- Vocabulary Improvement Program
- Narrative Improvement Program
- Time to talk
- Blanks levels
- Theraplay techniques (Group and individual)
- Therapeutic Reading
- Lego based therapy
- Drawing and talking
- Mighty Minds Social, Emotional Mental Health Intervention
- Upper keys stage 2 ELSA friendship group
- Nurture group
- Small group hub provision currently supporting pupils in FS2-Y2
- Social, emotional and mental health interventions (1:1 and groups) delivered by an education mental health worker.
- Specific 1:1 interventions as advised by outside agencies.

This list is not exhaustive as school continually act upon advice from outside agencies.

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

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

- Discovery Club (lunchtime)
- Break time club
- 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 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.

Wybourn Community Primary School's mental health lead is: Mr Julian Wood. (School based: 0114 2721988)

School based staff:

- Senior Learning Mentor and Assistant Learning Mentors – Mandy Worsnop, Collette Taylor, Summa Carnall.
- Trauma informed School qualified practitioners (Mandy Worsnop, Yamin Nasser)
- Attendance officer (Collette Taylor)
- Healthy Minds: Education and childhood mental health workers (Rachel Bamford and Cassie Flether). School based NHS practitioners. Contacted through Mrs Jenny Bingham or Mr Julian Wood.

School also work closely with a range of outside agencies:

- School's Local Authority Educational Psychologist (0114) 250 6800
- Fusion (0114) 2507394
- 0-5 SEND (0114) 273 6411
- Family Intervention Support workers (accessed through Family Common Assessment Framework – 0114 2053635)
- 1:1 counselling with qualified practitioner (Joy Wright) Contacted through Mrs Jenny Bingham or Mr Julian Wood.
- Haven. Support for families and children who have experienced domestic abuse. (0114 2130590)
- Think for the Future
SENDIASS- 0114 273 6009 ssendias@sheffield.gov.uk

School based staff offer a wide range of pastoral support and interventions including:

- Theraplay techniques (Group and individual)
- Therapeutic Reading
- Lego based therapy
- Drawing and talking
- Bereavement work
- Mighty Minds
- Nurture group provision
- Zones of Regulation
- 1:1 emotional regulation work, personalised regulation toolbox.
- Key stage 2 social skills group (planning developing in co-ordination with educational psychologist)
- 1:1 Trauma informed work

Our schools mental health practitioner (Cassie Flether) is based in school every Wednesday and support through Cassie can be accessed through Mr Julian Wood or Mrs Jenny Bingham. Cassie offers a wide range of support/ intervention including through 1:1 and group work including:

- Parent or child led Cognitive Behaviour Therapy
- worry management,
- low mood,
- gradual exposure,
- Group work including:
- Infant emotions
- Friendship group
- Exam worry management
- Preparing for transition
- Safe groups (theraplay)
- Wilderness therapy

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

- | | |
|--|--|
| • Mrs J Bingham (Primary Provision) | Mrs V Hudson (Nursery Provision) |
| • Tel: 0114 2721988 | |
| • j.bingham@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.

Our school is committed to ensuring that staff are well-equipped to support children and young people with Special Educational Needs (SEN) through a range of expert training opportunities. Each year we devise a programme of training, for the whole staff team covering a range of SEN delivered by SENCO's and outside agencies. In addition to this universal offer, individual staff members then access personalised training programmes relevant to their areas of expertise and children in their class. Training is reported on to governors on a termly basis.

Examples of training currently delivered:

Speech and Language Therapists:

Training on supporting communication needs both at whole school level and for staff working with individual children, including use of widget, wave 2 interventions (pre-teaching, VIP, NP, LEAP, shape coding) and specific speech sound work. Since 2022 we have taken part in the SSEL P SALT Language Champion project where we have collaborated with a Speech and Language Therapist, working to enhance communication-friendly practices across our Foundation Stage. We have focused on the development of visual aids to enhance the learning experiences in classrooms which has supported language interactions and smooth transitions for all children, not just those with distinct communication needs. Additionally, we have reintroduced the use of the LEAP (Language Enrichment Activity Programme) in nursery, helping to identify and support children with speech, language, and communication needs at an early stage. Recognising the importance of family involvement, we also developed a support network, which included workshops tailored for parents of children with speech, language, and communication needs, as well as for all other children in the nursery, to empower them with strategies to support their child's development at home.

Autism and Social Communication Education and Training Team (ASCETs)

Previously known as the autism team, ASCETS have delivered a range of training ensuring that staff are knowledgeable about strategies to support autistic students, in our Integrated resource, hubs and in the mainstream classroom. This training has included demand avoidance and the PANDA approach, sensory circuits/ sensory processing, low arousal environments. Vicky Hudson is trained in delivering 'Making Sense of Autism in Schools' programme and has delivered this to the full staff team.

Fusion SEND Hub:

The school buys into support from the Fusion SEND hub, which offers additional expertise and resources for supporting students with complex learning and SEMH needs. This has included whole staff training on ADHD, dyslexia and working memory, Clicker 8 assistive technology and individual work with teachers around groups and individuals in their class. TA's new to the school attend the 'SEND and the role of the TA' course offered by Fusion.

Educational Psychology Team:

The educational psychology team have delivered training to groups staff on a wide range of subjects, including emotionally based school avoidance and multi element plans.

Healthy Minds/ Mental health training

Qualified mental health workers are also involved in delivering training and providing guidance on supporting the emotional well-being of students. Together, these training opportunities ensure that staff have the necessary skills and knowledge to meet the diverse needs of our students, and any additional specialist expertise will be secured as needed to support individual students' needs. Two members of staff hold the TISUK diploma.

Local Offer through Learn Sheffield:

Leaders of SEND engage in annual training delivered by Learn Sheffield, to ensure they are delivering provision that meets current legal obligations and quality practice. All SENCO's and assistant hold the NASENCO award or are working towards the new SEND NPQ. Additionally, we co-ordinate training courses for on offer for groups of staff through Learn Sheffield, including online and in-person learning.

Qualifications:

All teaching staff hold Qualified Teacher Status, which includes training on meeting Special Educational Needs. Teaching Assistant staff are qualified at NVQ level and above.

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. 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.

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.

Wybourn Community Primary School place great importance on consulting and involving young people with special educational needs (SEN) in decisions about their education. Teachers ensure that students have a voice in their learning by regularly engaging in communication, where they can share their views, preferences, and any concerns they may have about their learning and support. Discussions are tailored to each student's needs, using appropriate communication methods to ensure they feel heard and understood, which may involve using pictures, sorting and scaling activities. In addition, we encourage students to contribute to the development of their individual education plans (IEPs), setting goals and identifying strategies that will help them succeed. Teachers and support staff also work closely with students to ensure they are actively involved in their learning journey, providing regular feedback and celebrating their achievements.

- 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 on a termly basis and recorded on their support plans.
- The Inclusion Team works on a 1:1 basis with identified students - as part of this work, the team involve learners in target setting which include social, emotional and academic targets as appropriate.
- Children with EHCPs or more complex needs are involved in creating a 'Communication Passport'. These provide an overview of what the key interests, provision, key adults, communication preferences and best ways to support each child.

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.

As parents are involved throughout the implementation of SEN provision it is hoped that there will be no cause for complaint. However, if a parent has a complaint the following procedure takes place:

1. Make an appointment to discuss this with the SENCo - the SENCo investigates and will meet with the parent, a follow up appointment will be made if necessary.
2. If this meeting does not resolve the concerns raised, an appointment to discuss the complaint with the Head Teacher.
3. If the issue remains unresolved, an appointment with the governor with responsibility for SEN and the Chair of Governors will be made.
4. Following this meeting, if the problem continues to be unresolved then the parent may contact the Local Authority about the matter.
5. At any time, the parent may seek help from SSENDIAS - Sheffield SEN & Disability Information Advice and Support (formerly Parent Partnerships) (see below). If you do not agree with any decisions made, you have the right to appeal to the Special Educational Needs Tribunal. There is a booklet "Resolution of Disagreements" to help parents and staff to follow codes of good practice in resolving disputes. A copy of 'Special Educational Needs – Code of Practice', published by the Department for Children, Schools and Families, is available in school for reference.

Contact details for SSENDIAS:

Floor 6
North Wing, Moorfoot
City Centre
SHEFFIELD
S1 4PL
0114 273 6009 ssendias@sheffield.gov.uk

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 points of contact in school regarding SEND are the SENCo Mrs J Bingham and Assistant SENCo Miss B Fox. In the Children's Centre, Acorn hub, Harbour hub and The Pride, the 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' sessions. FS2 teachers visit all children in their nursery setting at least once and further visits will be arranged for children on the SEN register. Any child on the SEN Register at their current setting is then also offered a review meeting, generally attended by the child's current key worker, 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. In September, children have a phased start and attend school in smaller groups for the first week to enable staff to ensure all support is in place.

Transition within/between Key Stages: 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. Children with a high level of need, or those who have a primary need of SEMH, are invited into school a day before the new school year in September for an additional visit before the rest of the cohort return to school.

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 with new school staff, the current class teacher and SENCO. Secondary school SENCO's and teachers are invited to a child's final SEN review in Y6. 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. In this case a bespoke transition plan would be put in place.

13. Information on Funding for children with Special Educational Needs:

There are six sources of income available to schools to support the SEND provision (excluding Integrated Resource Units). NB – the first 5 points relate to school age children and the final point relates to nursery age children.

1. Notional SEND funding comes into the school as part of General Annual Grant (GAG). It is identifiable on the school's GAG statement and is commonly broadly equivalent in value to Pupil Premium funding.

The notional SEN budget is not a budget that is separate from a school's overall budget. It is an identified amount within a school or academy's general annual grant. It is intended as a guide for a school's spending decisions, and is neither a target nor a constraint on a school's duty to use its 'best endeavours' to secure special provision for its pupils with SEN.

2. High Needs Block Funding – allocated annually based on the number of pupils assessed at Level 4 and Level 5 on the Sheffield Support Grid (SSG) in the previous Autumn term.

3. Funding Panel – relates to specific children where the school can demonstrate the specific cost of provision exceeds £6k p.a. (which the school would be expected to allocate from the notional send amount mentioned in point 1). The child is usually at L4 or L5 on SSG. Pupils generally have an EHCP, Extended Support Plan or are new to the school. This funding can be used for a range of purposes including additional staffing and Alternative Provision. In Locality C we cap this funding at £6k p.a. and it is approved at funding panels through the year.

4. Provision Map – relates to specific children where the LA has identified that they should be educated in a specialist provision, but there is no place currently available.

5. EHCPs- From 24/25, Children who receive an EHCP will have their plan costed and the school will then receive the amount divided across the number of terms remaining after the EHCP has been allocated. The money allocated will link to the band the child is placed in.

6. Early Years Inclusion Funding:

- a. EHCP Nursery pupils at SSG L3, L4 or L5 attract funding of £76.80, £115.20 and £153.60 per week respectively.
- b. Nursery pupils who do not yet have an EHCP, but have an identified need can have funding claimed via 0-5 SEND service at standard (£40 per week) or enhanced (£75 per week).
- c. DAF - £910 p.a. can be claimed where parents are in receipt of DLA for the child while they are Nursery age.

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.