



Wouldham All Saints Church of England School

SEND Information Report

As part of the Children and Families Act 2013, Local Authorities are required to publish a '**Local Offer**' which sets out support that is available for children and young people with SEND in the local area.

Kent's Local Offer is available *on the Kent Website*

([Special educational needs and disabilities \(SEND\) - Kent County Council](#)) and tells parents/carers how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND.

This is the SEND Information Report for Wouldham All Saints school. It describes the arrangements we make that are 'additional and different' for pupils with SEND. This information has been produced together with parents/carers, Governors, staff and our children and will be reviewed annually.

The school SENCo is Caroline Gates, she is available on 01634 861434 or sen@wouldham.kent.sch.uk

The following information outlines the support and provision pupils with SEND can expect at Wouldham All Saints school.

This Information Report will be reviewed annually.

What types of SEN does the school provide for?

As an Inclusive mainstream school we can make provision for every kind of special educational need without the need for an Education, Health and Care Plan. If the level of need is too high, that it conflicts with a placement at our school then we will involve the Local Authority to look at alternatives; this would be done in consultation with parents/carers.

At Wouldham All Saints, we welcome and include all children, covering the four broad areas of need as outlined in the code of practice 2014.

Communication and Interaction

- Speech and Language needs and disorders
- Autistic Spectrum Disorder

Cognition and Learning

- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties
- Specific Literacy Difficulties

Social, Emotional and Mental Health Difficulties

- Challenging Behaviour
- Attention Deficit Disorder
- Attention Deficit Hyperactivity Disorder
- Attachment Disorders
- Anxiety or depression

Sensory and/or Physical Needs

- Hearing Impairment
- Visual impairment
- Multi-sensory impairment

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority through consultation with ourselves.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage SEND children.

Nexus- provision at Wouldham All Saints

Although we work closely with our satellite provision Nexus and we work together to encourage inclusive activities, we remain a separate school and do not influence the intake or management of the pupils. The children at the satellite unit are enrolled at Nexus main site, they have an EHCP and it remains the decision of Nexus SLT and KCC as to whom attends the satellite unit.

Which staff will support my child, and what training have they had?

The leadership team are all experienced in working with children with SEND.

All class teachers and TAs receive regular training updates on SEND. If a child has a specific need then they will be given extra support from the Inclusion Lead or outside specialists would come in to offer training in the specific need.

The school runs specific intervention programs where we have specialist TAs trained to deliver them to individuals.

The school employs a qualified counsellor on a part time basis, to work with individual children overseen by our Inclusion Lead. We work with the NHS wellbeing team and have a Wellbeing lead from the NHS that works with us for 1 day a week.

The school also employs a specialist speech and language therapists (part time, 1 day a week) to assess, create personalised programmes and deliver speech and language sessions for our pupils. They also offer CPD to all staff on a regular basis, working with the specialist TAs as well.

The school accesses support from the following services:

- Speech and language therapy
- Occupational therapy
- LIFT
- Specialist Teaching and Learning Service
- SEN inclusion advisor

What should I do if I think my child has SEN?

1. Tell us about your concerns.

- If you think your child might have SEN, the first person you should tell is your child's teacher. After a discussion it may be agreed to complete an Inclusion Lead referral.

- They will pass the referral on to our Inclusion Lead (SENCo).

2. We will invite you to a meeting to discuss your concerns further and share initial thoughts from the referral.

- Together we will decide what outcomes to seek for your child and agree on next steps.

- We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

3. We will decide whether your children needs SEN support.

- If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

How will the school know if my child needs SEN support?

At Wouldham All Saints School, we monitor the progress of all pupils throughout the year to review their academic progress. We also use a range of assessments with all the pupils at various points including Y1 phonics screening, WellComm, NELI, standardised assessment tests in reading and maths; and mid-year and end year benchmarking.

Where progress is not sufficient, even if special educational needs has not been identified, we put in place extra support to enable the pupil to catch up.

Some pupils may continue to make less than expected progress, despite high-quality teaching targeted at their areas of weakness. For these pupils it is likely that the class teacher would have

spoken to the parents/carers and completed a Inclusion Lead referral. The referral would involve the Inclusion Lead observing the child and/or carrying out some more detailed assessments. Parents/carers would be invited into school to talk about the outcome and it would be explained to parents the next stages that we will take as a school, which could be interventions run by trained staff or referral to an appropriate agency that would be able to carry out further assessments possibly leading to a diagnosis of a specific difficulty. Parents/carers will be kept up-to-date about the progress their child is making.

We have access to external advisors who are specialised in a variety of assessment tools and we continue to experience free support from the LIF T process. (Local Inclusion Forum Team.) These include Educational Psychologists, Behaviour Support Services, Specialist teachers for Cognition and Learning and Communication and Language.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan and reviewed 3 times a year.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

If you would like to speak to someone at the school regarding SEND then you can contact Caroline Gates (Inclusion Lead) by email: sen@wouldham.kent.sch.uk or by phone: 01634 861434

How will the school measure my child's progress?

At Wouldham All Saints we use SEND Support Plans where pupils, parents and teachers meet and discuss progress, participation and learning challenges. Together we agree on the next steps to support learning. Class Teachers are responsible for ensuring progress towards these targets is made and evidence will be collected to support these judgements. Support plans are reviewed 3 times a year and the Inclusion Lead monitors and oversees this process.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of assess, plan, do, review.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths or difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share with you and all relevant school staff.

Do

We will put our plan into practice. The class teacher, with the support of the Inclusion Lead, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. Parents/carers, class teacher, your child (where appropriate) and any external professionals working with your child will be invited to the review to contribute throughout the process.

How will I be involved in decisions made about my child's education?

All parents of pupils at Wouldham All Saints School are invited to discuss the progress of their children on 2 occasions a year and receive a written report at least once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the child has a special educational need.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Parents/carers should always contact the class teacher if they have any concerns regarding their child, the class teacher may then arrange a meeting with the Inclusion Manager and/or other agencies working with the child.

If a parent/carer is concerned about something that has happened in school then they can contact the class teacher, Family Lead and/or Inclusion Manager to arrange a meeting to discuss the issue and a way forward. It is always our intention to work closely with parents/carers in the best interest of the child. If the situation has not been resolved then the parents/carers can write to Mrs Baldwin, the head teacher, who will respond accordingly.

Outside agencies typically write reports and send these to the child's home address; parents/carers are invited in for meetings to feed back any findings from the reports. We then discuss with the parents/carers and other professionals the next steps for the child.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

How will my child be involved in decisions made about their education?

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. If appropriate children will be invited to attend annual reviews to share their own thoughts.

Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years. We will actively encourage the child to 'have a voice' in the interventions they will take part in.

How will the school adapt its teaching for my child?

Class Teacher input via excellent targeted classroom teaching

Providing Quality First teaching through differentiation to meet the individual needs of your child by building on what your child already knows, can do and understand.

Making sure specific strategies suggested by other members of staff are in place to support your child to learn

Specific Group Work

Specific group work includes interventions which may take place in or out of the classroom and may consist of small group work or individual intervention. The interventions may be led by the classroom teacher, class TA, specialist TA or other members of staff.

Specialist Interventions recommended by outside agencies

When your child has been identified by the Inclusion Lead or class teacher as needing some specialist outside advice in order to support them successfully, the school will discuss your child at surgery with specialist teachers, after this surgery it maybe suggested that your child is raised at a LIFT meeting for possible specialist interventions. The school will not be able to access outside agencies without your permission. Once agreed at LIFT, a specialist may assess your child and make recommendations for support.

The Class Teacher

Responsible for:

- Ensuring that your child receives quality first teaching in the form of planning, delivering and supporting all learning styles, interests and abilities
- Monitoring your child's progress
- Recognizing when your child might need additional or different support in order to make progress and informing the Special Education Needs Coordinator (Inclusion Lead)
- Writing SEND support plans for children and sharing and reviewing these with parents at least once a term.

- Setting targets on support plans and discussing these with parents and pupils in a timely manner

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 - 12 weeks depending on the intervention
- Using pupil questionnaires
- Monitoring by Inclusion Lead and senior leaders (learning walks, observations, learning outcomes, etc)
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school resources be secured for my child?

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer are on our provision map.

In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school (via High needs funding).

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We are an inclusive school where we believe that all children have the right to a good quality education no matter what their needs are. When children start at Wouldham All Saints we ensure that any children with medical needs are properly assessed on entry, with risk assessments, management plans or care plans written before the children start in consultation with parents and (where appropriate) outside agencies.

We work with outside agencies and services that are already involved with the children to ensure their wider needs are met. We also identify the family's wider needs, where appropriate, and signpost the family to relevant agencies and services, if help is requested. During admission interviews, if the family shares information regarding the child's SEND, then liaison with the Inclusion Lead is arranged to provide additional information. This may be during the interview or a phone call later in the day.

All clubs, trips and activities offered to pupils at Wouldham All Saints School are planned and risk assessments are carried out. When planning any of these activities class teachers take into account any additional needs that children in their class may have. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

How does the school support pupils with disabilities?

We promote and celebrate the individual characteristics that make all of our children special. This includes information days, ensuring children with disabilities access all residential trips and school-based activities alongside of their peers.

The school has the following in place to support access into and out of the building:

- Ramp access throughout the building

To support access for learning we have access to the following:

- 2 Large disabled toilets one with a shower
- Height adjustable desks
- Interactive white boards
- Standing desks
- Access arrangements for KS1 and 2 SATs and any other assessments completed in school

How will the school support my child's mental health and social and emotional development?

At Wouldham All Saints, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance through Jigsaw, Collective Worship and Social Skills groups and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following:, Access to counselling, Thrive, safe space for pupils to use when dysregulated, external referral to CAHMs and/or Specialist behaviour support. We also have a nurture room – 'The Nest' in school where children have access at any point during the day. We have nurture lunchtimes to support children that struggle at this time. We are currently working with Nurture UK and Kent to develop this provision further.

We also have a Family Liaison Officer (FLO) who will work closely with children finding school difficult for a variety of reasons.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. We will use Boxall profiling to help us track the mental wellbeing of children who are struggling emotionally and to ensure support is targeted appropriately.

We also have a number of staff who are mental health first aiders.

How does the school support children during the next stage of their education?

Transition to a new school

The majority of our children leave us in year six and join one of the Kent/Medway secondary schools. Our Inclusion Lead will arrange a transition meeting with the child's new school. Here they pass on copies of all the key information about the child e.g. copies of their most recent SEND Support Plan and any other reports. We make recommendations to the school about what provision the child needs and a copy of the meeting notes are passed to the parent of the child. We aim to organise

extra transition visits where a member of Wouldham All Saints staff attends the school with the pupil, dependent on the secondary school agreeing to this. This might include becoming more familiar with the school building and learning about the timetable.

When our pupils are preparing to join a new school we make contact with their new school and invite them to our school to meet with our staff and the family. This is an opportunity for the new school to find out as much information as possible about the child. If possible, staff from the new school might attend the annual review that year so actions for the following year can be agreed. We invite staff from the new school to spend time with the pupil at our school and our staff accompany the child to visit the new school, supporting the new school staff to begin to understand the child's needs. We take pictures of the new school and talk to the child about it frequently; parents/carers are also given a copy if this. All school records are passed to the new school.

Transition to our school

When any child joins our school we are required to complete an admission interview. In addition to this, for pupils with a high level of need, two members of staff will visit the family at home to meet the child where they feel most comfortable. We also talk with the child and family about their likes, dislikes, how the child learns best and what they do when the child is happy or sad. We try to find out as much as we can to help us plan their transition. Members of staff will also visit the child in their current nursery or school. Again, this allows staff to find out as much as we can about the child, including the strategies that work and the ones that do not. The length and the nature of transition to our school is planned around the needs of the child. The current setting, other agency staff and the family will plan together when the child will visit the school and how long each visit will last and will agree the review points before the child starts to attend full time with us.

Our priority is that the child has a positive experience of visiting our school from the outset. Parents/carers often attend one or two of the transition visits with the child. We also ask that a member of staff from the current setting accompany the child so that they have a familiar adult with them. The transition process is reviewed daily with the family, and adjusted as necessary. The majority of our pupils receive a booklet which contains pictures of the school, their teacher, TAs and children in their class. We ask that parents/carers look at this with their child frequently to help prepare them for joining us.

What should I do if I have a complaint about my child's SEN support?

The normal arrangements for the treatment of complaints at Wouldham All Saints School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with Class teacher, Family Lead, Inclusion Lead, Deputy Head or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

How do we make changes to the curriculum to ensure it is matched to the pupils needs?

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

At Wouldham All Saints School, we follow the advice in the Mainstream Core Standards ([SEND mainstream core standards - Kent County Council](#)) on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

Teachers differentiate work to meet the needs of all children, taking into account their starting point and prior learning.

Children with identified SEND requiring extra support will be supported to access the learning in their classroom this might include adapted work, a visual schedule, physical breaks.

We know that some children with significant needs are supported in a group or individually with a teaching assistant to access the curriculum at their level. If a child's developmental level is such that it requires a sensory based curriculum this will be provided by Inclusion Lead who breaks down the learning required within the national curriculum but takes into account their wider needs.

Teachers assess children's learning during each lesson and assess against age-related expectations termly including using standardised assessments. At set times throughout the year the assessment lead meets with the teachers to talk about the progress the children are making. For children who have not made expected progress, or whose attainment is below expected, a plan is created to support the children to make progress. This is then monitored to ensure children are making progress.

What is an Education Health Care Plan (EHCP)?

Where learning needs are severe, complex and lifelong and require a particularly high level of specialist individual or small group teaching, parents can request an EHCP. An EHCP replaces a Statement of Education and is suitable for children from Birth up to 25 years of age. EHCP's are written with the parents, school and any other involved agencies all agreeing targets to achieve over a given time frame. This plan of support is available for children with significant lifelong barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from other external professionals.

What an EHCP means for your child:

The school (or you) requests that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out what type of support your child needs, the amount of support that will be provided for your child and targets to achieve. After the request has been made to a panel of professionals, they will decide whether they think your child's needs seem complex enough for an assessment. If the answer is yes, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If the answer is no, they will ask the school to continue with the current support.

After the reports have been sent in, the Panel of Professionals will decide if your child's needs will have a lifelong effect. If this is the case, an Education Health Care Plan (EHCP) will be written. If this is not the case, they will ask the school to continue with the current level of support and also set up

a meeting in school to ensure a plan is in place to help your child make as much progress as possible. If your child receives an EHCP, it will outline the provision the Local Authority expects school to follow to ensure your child is supported in school with the correct interventions.

Are there any support services that I can access as a parent with a child with SEND?

There are many different organisations that can offer advice and support to you. I ASK is a good first point of contact to help you identify where to get the correct support for yourself.

I ASK (Information Advice Support Kent) are the special educational needs and disabilities service for children, young people and parents living within Kent.

Their contact details are cited below:

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: [IASK on Facebook](#)

Fax: 01622 671198