



## **WHEATLANDS PRIMARY SCHOOL**

### **SEND INFORMATION REPORT**

**2023 -2024**

All schools in the Galileo Academy Trust are committed to and adopt a similar approach to meeting the needs of all children including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. All the schools are inclusive and offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

#### **What is the Local Offer?**

In 2014 the Children and Families Act came into force. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

#### **What kind of special educational needs are catered for at Wheatlands?**

Our school supports the needs of a range of pupils including those with SEND. Additional and/or different provision is currently being made in school for children with a range of needs, including:

- cognition and learning – Moderate learning difficulties; Specific learning difficulties.
- sensory and physical/medical needs.
- communication and interaction difficulties.
- social, emotional and mental health needs.

What we offer pupils with SEND is different for every child and it is important to emphasise that as much as possible, this provision is designed by the relevant staff members working alongside the pupil, the pupil's family and, where necessary, outside agencies. A pupil with SEND will have a Support Plan which sets out achievable targets for areas where the pupil is struggling and any interventions that are currently in place to help the pupil reach those targets.

#### **What are the school's policies for the identification and assessment of pupils with SEND?**

At different times in their school career, a pupil may have a special educational need or disability (SEND). The SEN Code of Practice: 0-25 years (July 2014) defines SEND as:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

At Wheatlands we are committed to the early identification and intervention of children who may have SEND. Class teachers make regular assessments of progress for all pupils. Through these assessments pupils making less than expected progress can be identified.

All pupils follow a broad and balanced curriculum that is appropriate to their age and stage of development. It is personalised to take into account their needs and abilities.

At our school pupils are monitored closely so their additional needs will be highlighted early. Our main ways of identifying pupils will be by:

- Talking to parents and following up any concerns they may have.
- Rigorous monitoring of pupil progress.
- Pupils will also be put on the SEND register if they have a formal diagnosis or condition that impacts upon their learning or are receiving regular pastoral support for behaviour that impacts upon their learning.
- Talking to staff, especially if they are concerned about a pupil's behaviour or self-esteem.
- Talking to external agencies who will support in identifying specific needs.
- Working with health professionals who may have already identified needs and health issues.
- Talking to pupils themselves; they often know when they need additional support.

### **Who is the school SENDCo?**

The Special Educational Needs and Disabilities Coordinator (SENDCo) is Mrs Jacqueline Simpson and her role is to oversee the provision made for our pupils with SEND and other vulnerable learners. She works closely with Class Teachers, Teaching Assistants and Parents/Carers to discuss the support being provided for individuals. Mrs Simpson can be contacted using the following email address and telephone number:

jsimpson@wheatlandsprimary.co.uk  
01642 489784.

The school governor who is responsible for SEND in our school is Jocasta Taylor and she can be contacted through school.

### **How do we consult with parents/carers of pupils with SEND and involve them in their child's education**

We actively encourage partnerships with parents/carers as they have a vital role to play in their child's learning. If a pupil is receiving SEND support, this will be written down in a Support Plan. Details of any outside agency involvement or reports will be included within the Support Plan. The Support Plan will be discussed with parents/carers and the pupil's targets within the Support Plan will be regularly reviewed. Parents/carers are invited to attend termly review meetings where progress towards identified outcomes

and suggestions about how home and school can work together to support their child will be discussed. They will also be invited to attend termly Parent's Evenings to look at their child's work and discuss any other concerns.

Annual Reviews are held for pupils with an Education Health and Care Plan (EHCP). These reviews focus on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the pupil and any other agencies involved.

Parents/carers are also welcome to meet any professionals brought in to see their child. In addition, we have an 'open door' policy where parents/carers can talk with staff about concerns. Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the SENDCo whenever they feel concerned or have information they feel they would like to share with the school. At our school we value and encourage strong home-school links. These information pages are our offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, Governors and staff. We would therefore welcome constructive feedback from parents.

Wheatlands also ensures that parents and children with English as an additional language can access all arrangements made for consultation with the use of a translator if necessary.

### **How do we consult with pupils and ensure they are actively involved in their own education?**

At Wheatlands we believe that it is important to involve pupils in their learning and value their views and ideas.

In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning through a 'Pupil Voice Questionnaire'
- Self-review their progress and help set new targets during their Support Plan review
- Identify their own needs
- Be involved in their EHCP review through the voice of the child section and/or attending the meeting, where appropriate

Throughout the academic year, pupils' views are sought regarding a range of key areas including bullying, safety and learning.

### **How do we assess and review pupils' progress towards outcomes, and what opportunities are there to work with parents/carers as part of this process?**

All school staff have high expectations for all learners. Pupil's progress is continually monitored by their class teacher and reviewed against the National Curriculum expectations and the expectations of our school. In Years Two and Six, 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.

We pride ourselves at Wheatlands as being an inclusive school and are always seeking ways in which we can ensure that every single one of our pupils can thrive despite any difficulties they might have. In certain situations, the National Curriculum can be adapted to suit individual learners whilst every environment across the school can be tailored for pupils with a special educational need or disability.

Monitoring of progress takes place on a day to day basis by class teachers and teaching assistants as they are well placed to identify where progress is falling or excelling. For learners with the most significant needs, regular contact with parents/carers also takes place.

Pupil Progress Review Meetings each term focus in detail on the progress made by pupils with SEND.

We use a cycle of 'Assess, Plan, Do & Review'.

### **Assess**

Monitor and assess the progress and development of the children through Quality First Teaching, differentiated to meet individual needs. Most pupils will make progress as a result of this.

### **Plan**

Work in partnership with parents/carers to develop a plan to ensure a pupil receives the correct levels of support needed. Class teachers regularly assess progress made and provide extra support for those children are not making expected levels of progress.

### **Do**

Support colleagues to co-ordinate a response to needs. Engage with parents/carers to keep them fully aware and involved.

### **Review**

Monitor and evaluate the effectiveness of the support and its impact on the pupil's progress. Compare progress with peers who started at the same baseline, with previous rates of progress and with the attainment gap between peers.

Several reporting procedures are in place to ensure parents/carers are kept informed of their child's progress:

- Communication through a home school book, if appropriate, or a conversation with a member of staff.
- The annual school report to parents/carers which is sent home during the summer term.
- Support Plan reviews which are held termly.
- Parents' evenings which are held termly.
- Parents/carers are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are often available for informal discussions.
- The school also offers a range of parent/carer support sessions throughout the year such as information afternoons/evenings regarding phonics and maths.

### **How do you support pupils who move between phases of education and prepare them for adulthood?**

We recognise that transitions between Year Groups or schools can be difficult for a pupil with SEND and we take steps to ensure that any transition is as smooth as possible.

We encourage all new children to visit the school before starting. If there are any specific SEND needs, meetings can be arranged with the Head teacher or SENDCo before joining the school.

#### **On moving within the school:**

- Information is always passed on to the next class teacher and a planning meeting is held with the old and new teaching staff to discuss pupil's strengths and difficulties and the strategies that have been successful. Support plans and targets are shared with the new teacher.

- All pupils, across the school, visit their new class and take part in sessions with their new teacher before transition.
- For pupils who find change very difficult, additional visits can be made to familiarise them with the new classroom and staff.

#### On moving on to secondary school:

- The Y6 team and SENDCo (if necessary) will discuss the specific needs of pupils with the SENDCo of their secondary school.
- Pupils complete focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible pupils will visit their new school on several occasions and in some cases staff from the new school will visit the pupil at Wheatlands.
- Pupils leaving us at the end of Year 6 will follow the transition program of their chosen secondary school.
- If the pupil has an EHCP we will make sure that the SENDCo of the secondary school the pupil is transferring to is invited to attend the transition Annual Review.

#### On moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for the pupil.
- We will make sure that all records about the pupil are passed on as soon as possible.
- We will support their transition as needed, by providing opportunities to talk through any concerns the child may have.

#### Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled pupils and we will take all reasonable steps to provide effective educational provision.

#### **What approach do we use when teaching pupils with SEND?**

All of the pupils in our school receive Quality First Teaching. This means that activities are planned and differentiated according to the level at which the pupils are currently working in order to ensure that they make good progress towards or beyond national expectations.

If a pupil is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated and adapted curriculum, intended to overcome the barrier to their learning. The class teacher will adapt lesson planning and teaching to match the special educational needs and/or disability of pupils within her/his class. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet the pupil's learning needs.

Interventions depend on the needs of the pupil. If a pupil's needs are more specific, then they will have individual targets connected to their area of need. A pupil with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and to ensure that they have full access to the taught curriculum.

Where it is decided that special educational provision is required to support the progress of a pupil, the class teacher and, if necessary the SENDCo will meet with parents/carers to agree and put in place any actions

required. The pupil will be included on the school's SEND register and a gradually increasing level of support will be provided. The pupil's needs will be assessed in detail and support will be planned, carried out and reviewed regularly to ensure that the provision is appropriate. If progress rates are still judged to be inadequate despite the delivery of high quality intervention, advice will be sought from external agencies regarding strategies to best meet the specific needs of the pupil. If a pupil has a care plan from outside agencies, such as Occupational Therapy then these specific activities will be linked to their Support Plan. Progress of all pupils' is reviewed half termly through assessments, observations, questioning and teacher's marking. Pupils with more complex needs may require an Education, Health and Care Plan which sets out the provision schools are required by law to make. If this is the case the SENDCo will discuss the process with parents/carers and will include information from them and the pupil's class teacher in the family conversation application document.

### **How are adaptations made to the curriculum and the learning environment for pupils with SEND?**

We regularly review our Equality and Inclusion Policy and our Accessibility Plan to ensure that all pupils have the fullest access to the curriculum and the school site.

Through high quality teaching we make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc.
- Differentiating our teaching, for example giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

Wheatlands offers a broad range of extra-curricular activities all of which are open to every pupil in a particular age group. We are a fully inclusive school and ensure that all equipment and extra-curricular activities are accessible to all pupils regardless of their needs.

School trips and activities are available for all pupils at our school. When arranging educational visits, the arranging staff will liaise with parents/carers of pupils with additional needs to ensure that their requirements are catered for on the visit. No pupil will be excluded from an educational visit/residential due to their special educational need (Equality Act 2012) as long as the planned visit is suitable for the pupil and their safety and the safety of others is not compromised. All school trips are risk assessed and this includes looking at the activities against the needs of the pupils. When risk assessments raise a concern, parents will be consulted and an agreed way forward will be planned to ensure that the pupil is included.

The school is a one storey building with wide access doors and ramps which is accessible to pupils with a physical disability. We ensure that equipment used is accessible to all pupils regardless of their needs. Disabled toilet facilities are available in the building. We have designated parking and the playground and field are fully accessible.

### **What additional support for learning is available for pupils with SEND?**

The school receives funding for children with SEND through the Local Authority. This funding is to support work with children who have an EHCP. It is used to purchase classroom support and resources. The school will request an EHCP from the Local Authority when, despite an individual programme of sustained intervention at School SEND Support, the child remains a significant cause for concern. An EHCP assessment

can also be requested by parents or by an outside agency. The LA will provide this, if it is agreed that the child requires provision beyond what the school can offer within its normal provision arrangements. However, a request for assessment does not always lead to an EHCP. A high needs funding request can be made to the local authority for children who need additional support but would perhaps not be eligible for an EHCP. This funding is for provision over the £6000 contributed by school.

### **What expertise and training do our staff have?**

Every year the Head teacher identifies priorities for development as part of the School Development Plan, including reviewing support for pupils with SEND. The quality of teaching for pupils of SEND and the progress made by these pupils is a key part of the performance management process for all staff. We ensure high quality teaching for all as part of on-going monitoring of teaching and learning, especially for those at risk of underachievement. This includes identifying any patterns of need in the school, reviewing and improving if necessary teachers understanding of strategies to identify and support vulnerable pupils. When we plan support for a pupil, we think about the knowledge and skills their teachers and support staff have. Where interventions are needed, we make sure staff have sufficient skills and knowledge to deliver interventions effectively. Where necessary, we will arrange for training so that staff can develop their skills.

We are committed to developing the ongoing expertise of our staff. We have the following expertise and particular experience in our school:

- Better Reading Partnership
- Accelerated Reading
- Big Writing Adventure (Oxford Owl)
- Project X
- Inference Training
- EPI-pen use
- BLAST-Speech and Language Intervention
- Paediatric First Aid/First Aid in the Work Place
- Team Teach
- Understanding Challenging Behaviour
- Identity and ASD: Celebrating your child's uniqueness
- Golden Book Training: Children with self-esteem issues or showing behavioural challenge
- Working Memory
- Developing Grit: developing independent work and perseverance
- Understanding Autism
- Autism in Girls
- Autism Level 3
- Dyslexia/Beat Dyslexia
- Dyscalculia
- Neli
- British Sign Language Level 1 and 2
- Makaton

## Staff deployment

We work hard to make sure that our all staff support pupils to achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We have a highly trained team of Teaching Assistants. Careful consideration is given to the expertise of staff and the needs of the pupils.

## How do we secure additional specialist expertise?

Wheatlands Primary School has close links with a wide range of partner professionals who work with us to support our pupils. This includes the following:

- Educational Psychologist
- Physiotherapists
- Occupational Therapists
- Speech and Language Therapists
- Specialist Teaching Service (Learning and Autistic Spectrum Disorders)
- Hearing Impaired Service and Teachers of the Deaf
- CAMHS (Children and Adolescent Mental Health Service)
- School Nursing Service
- The Junction (offering therapeutic support/Young carers support)
- The Link (offering therapeutic support)
- EVA (support for families who are affected by domestic violence)
- Attendance and Welfare Service
- Social Care
- Housing and Homeless Support
- Links to specialist teachers based at Kirkleatham Hall School
- SEND Information Advice and Support (SENDIAS)

The SENDCo in school (Mrs. Jacqueline Simpson) is responsible for coordinating all the support for pupils with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all pupils get a consistent, high-quality response to meeting their needs in school. The SENDCo also liaises with the external services who work with us to support our pupils and works alongside the class teachers in planning to meet the needs of the pupils in each class.

## How is equipment and facilities to support pupils with SEND secured?

A range of equipment and facilities to support pupils with SEND are available at Wheatlands. The school SENDCo in consultation with the Head teacher makes informed decisions about the allocation of these resources based on needs of pupils.

- Additional resources are obtained as required.
- Where more specialist, personalised equipment is required, the school SENDCo liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options.
- Parents/carers will be involved wherever possible in these discussions and where appropriate resources can be used at home.



## **How do we evaluate the effectiveness of the provision made for pupils with SEND?**

The senior leadership team, class teachers, and support staff play a key role in evaluating the effectiveness of our provision. Regular audits and evaluations are completed that feed into the school's self-evaluation and development plans. The senior leadership team (which includes the SENDCo) play a key role in evaluating the effectiveness of our provision by:

- Robustly monitoring and reviewing SEND provision
- Monitor and reviewing individual pupil progress
- Auditing teaching and learning
- Overseeing assessment arrangements
- Recording and analysing the impact of interventions
- Analysing school data
- Gathering feedback from relevant partners

## **How are pupils with SEND enabled to engage in activities?**

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

We endeavour to provide different ways for all pupils to access the same learning experiences, rather than withdrawing pupils and providing an entirely different activity.

All lesson planning seeks to address the learning needs of all pupils in the class.

Visual timetables are used in classrooms so pupils know what is happening that day and are informed of any changes in advance wherever possible.

## **How do we support the emotional well being of pupils?**

As an inclusive school, we do everything we can to ensure that pupils with social, emotional and behavioural difficulties are given the pastoral support they need.

The school employ a full time trained counsellor who is instrumental in obtaining and providing additional support for pupils and their families.

Every class teacher is responsible for making provision for the social and emotional needs of the pupils in their class.

Our SMSC curriculum addresses issues relating to children's emotional well-being including bullying. Throughout this teaching children are able to express their views and speak openly about their feelings. Regular assemblies also support this element of the curriculum.

We work closely with parents/carers and also liaise with a number of partner agencies to ensure that the social and emotional needs of our pupils are met.

## **How does Wheatlands cater for the medical needs of our SEND pupils?**

The school nurse visits school and Wheatlands has a full medicines policy.

Medical information is collected from parents on entry to school this is updated annually or as needed if requirements change. Information is shared with staff and any medication is stored appropriately and administered when needed during the school day.

Inhalers are kept in classrooms for the child to access with adult supervision.

School has an asthma policy that is updated annually. Information about children's asthma needs is asked for at the beginning of every academic year.

Should a child require medication within the school day, a form is completed and signed and medication is administered as required.

### **How does Wheatlands involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupil's SEND and supporting their families?**

At Wheatlands, we will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

We seek to respond quickly to emerging needs and work closely with other agencies including:

- CAMHS (Child and Adolescent Mental Health Services)
- Community Paediatricians
- School Nursing Service
- Educational Psychology Service
- Local NHS Services
- Early Years SEN Support Team
- Learning Support Service

In accordance with the SEND Code of Practice 2014, we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply with requests from independent facilitators to provide information and cooperate fully with other agencies.

We liaise with voluntary bodies in order to be as familiar as possible with best practice when the educational needs of a pupil are very specific (eg autism, visual impairment etc).

We have a clear point of contact within school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCo or Designated Teacher.

### **Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Anti-bullying
- Equality and Diversity
- Admissions
- Child protection

### **What arrangements are in place for handling complaints from parents/carers of pupils with SEND about the provision made at Wheatlands?**

Wheatlands Primary strives to ensure that all SEND learners receive the most appropriate and effective provision. However, if parents are concerned about any area of SEND provision then they can contact the SENDCo at any time. Contact details for the SENDCo are below:

Mrs Jacqueline Simpson Telephone: 01642 489784 Email: [jsimpson@wheatlandsprimary.co.uk](mailto:jsimpson@wheatlandsprimary.co.uk)

If the SENDCo is unavailable at the time of a parental call, she will return your call within one working day or sooner, depending on her availability. If the concern raised cannot be dealt with over the phone, then a mutually agreed meeting will be arranged between the SENDCo and the parent. We at Wheatlands Primary, pride ourselves on our professionalism and commitment to inclusion. Consequently, we will always ensure that any concerns are dealt with swiftly and to the utmost satisfaction of the parent/carer and SEND pupils involved.

To ensure that your child is receiving the support they need in school, you may want to first seek information and advice from SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Services). To contact SENDIASS please call 01642 444527 or 0800 073 8800 or email [SENDIASS@redcar-cleveland.gov.uk](mailto:SENDIASS@redcar-cleveland.gov.uk)

### **How can SENDIASS help you?**

The service offers parents/carers, children and young people information, advice and support on:

- matters relating to their disabilities, health and social care
- the law in relation to SEN and disability, health and social care
- gathering, understanding and interpreting information and applying it to your situation
- the take-up and management of personal budgets
- 

### **Contact details of support services for parents of pupils with SEND**

#### Contact

Telephone: 0808 808 3555

E-mail: [northeast.office@contact.org.uk](mailto:northeast.office@contact.org.uk)

Website: [www.contact.org.uk](http://www.contact.org.uk)

#### Early Help

E-mail: [Familyhubs@redcar-cleveland.gov.uk](mailto:Familyhubs@redcar-cleveland.gov.uk)

#### Families Information Service (FIS)

Telephone: 01642 444532

FIS@redcar-cleveland.gov.uk

#### Specialist Teaching Service

Telephone: 01642 286677

E-mail: [specialistteachingservice@redcar-cleveland.gov.uk](mailto:specialistteachingservice@redcar-cleveland.gov.uk)

#### Main

Telephone: 01642 608012

E-mail: [info@iammain.org.uk](mailto:info@iammain.org.uk)

Website: [www.iammain.org.uk](http://www.iammain.org.uk)

## The Junction

Telephone: 01642 608012

E-mail: [info@iammain.org.uk](mailto:info@iammain.org.uk)

Website: [www.iammain.org.uk](http://www.iammain.org.uk)

## Occupational Therapy for Children, Young People and Adults

Telephone: 01642 807 669

E-mail: [hello@futurestepsconsultancy.co.uk](mailto:hello@futurestepsconsultancy.co.uk)

Website: [futurestepsot.co.uk/](http://futurestepsot.co.uk/)

## Psychological Service: Educational Psychology

Telephone: 01642 286644 / 837700

E-mail: [eps@redcar-cleveland.gov.uk](mailto:eps@redcar-cleveland.gov.uk)

## **Named contacts within school for when young people or parents have concerns**

If you have concerns about your child, please talk to their class teacher in the first instance. They can then involve other professionals in school such as the Headteacher, Literacy or Numeracy Coordinator or SENDCo as appropriate.

The Head Teacher at Wheatlands is Mrs. Samantha Pyle, Mrs Jacqueline Simpson is the SENDCo, whilst the SEND Governor is Mrs. Claire Tennyson.

Please also feel free to phone the school office or email with any comments or concerns. Our contact details are as follows:

Wheatlands Primary School  
Hundale Crescent  
Redcar  
TS10 2PU

Head Teacher: Samantha Pyle  
Telephone: 01642 489784  
E-mail: [office@wheatlandsprimary.co.uk](mailto:office@wheatlandsprimary.co.uk)

## **Wheatland's contribution to the local offer and where the LA's local offer is published**

There is further detail on our website on our own school offer for SEND and this links to the Local Offer on the Redcar and Cleveland Local Offer.