

Wrangle Primary School

SEN Information Report

November 2020

The Special educational needs and disability Code of Practice June 2014 defines Special educational needs (SEN) as 'a learning difficulty or disability which calls for special educational provision to be made'.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Under the Equality Act 2010, a disability is defined as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

From September 2014, 'Statements of Special Educational Need' will be replaced by 'Education, Health and Care Plans'. For those children who already have a Statement in place, there will be a transition period during which these will be converted. Lincolnshire County Council have indicated that they hope to have all Statements converted to Plans within a two -year period commencing September 2014.

Local Offer

As part of the June 2014 regulations, Lincolnshire County Council has a duty to set out a 'Local Offer' detailing the services available to support children who have Special Educational Needs and/or disabilities (SEN&D) and their families. The Local Offer is available through the Family Services Directory and is available on-line via the family services directory website www.lincolnshire.gov.uk/fsd. The Local Offer enables families to find out information about who can support them and what services they can access, e.g. health services, schools, leisure services and voluntary organisations. All schools have been required to contribute to the Local Offer.

SEN Information Report

In addition, also as part of the new regulations, the Governing Body of our School is required to publish information on their website relating to our school's policy for pupils with SEN – this is the SEN Information Report.

Wrangle Primary School's SEN Information Report details our approach to meeting the needs of pupils with SEN&D.

Wrangle Primary School is committed to enabling all children to reach their full potential, having full access to a broad, balanced and relevant education, to be fully included in the school community, and as a result, make a successful transition to secondary education and so into adulthood.

All pupils will learn best in a school where they are valued for who they are and for the unique contributions they make to the school community. This is part of the whole ethos of Wrangle Primary School.

We promote the inclusion of all children and recognise the particular needs of those with SEND (Special Educational Needs or Disabilities), i.e. children with Specific Learning Difficulties (e.g. dyslexia), those with sensory or physical impairments, and those with speech and language difficulties.

Staff also recognise and understand the needs of children who demonstrate characteristics within the autistic spectrum, and those with Social, Emotional or Mental Health Difficulties.

The specific needs of those children with medical difficulties will also be met so far as we are able.

We will endeavour to ensure that the needs of all children are understood and met as far as is possible, and this includes the needs of Looked After children and children for whom English is not their first language.

The School is committed to ensuring as far as possible that disabled pupils are not treated less favourably than other children, and we will take whatever steps we are able to support such pupils.

Roles and responsibilities

Head Teacher (Mr Matt Petch) and SENCO (Mrs Vicky Jackson) are responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN&D.

- The Head Teacher and SENDCO will give responsibility to the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher, in conjunction with the SENCO, will make sure that the Governing Body is kept up to date about any issues in school relating to SEN&D.

The Headteacher and SENDCO are responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEN&D) and developing the school's SEN&D Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Updating the school's Additional Needs List (a system for ensuring all the SEN&D needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Facilitating specialist support for teachers and support staff in the school so they can help children with SEN&D in the school achieve the best progress possible.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing.

Class Teacher is responsible for:

- Checking on the progress of your child and identifying planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Setting targets and sharing and regularly reviewing these, including reviewing with parents at least three times per year and planning for the next targets.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEN&D Policy is followed in their classroom and for all the pupils they teach with any SEN&D.

SEND Governor: Mrs Julie Doddrell is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEN&D, to ensure every child can access the curriculum and participate fully in the life of the school.
- Meeting the SENCO regularly to discuss any issues regarding special educational needs at Wrangle Primary School.
- Undertaking observations and meeting with Teachers and Teaching Assistants involved in SEN&D provision in the school.
- Asking about resource allocation including staffing in relation to SEN&D.
- Acting as a link between the Governing Body and the school in relation to pupils with SEN&D.
- Ensuring that the school's policy on SEN&D is up to date and is reviewed annually.
- Overseeing provision, including tracking progress of individual children.
- Reporting back to Governors.

Areas of Need:

A child's needs can be classified into four areas (although a child's needs may cross over into more than one of the areas):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Education, Health and Care Plan

This document has replaced the 'Statement of Educational Need'. Where it is felt that a child's needs are not being met from within the resources available in the school setting, despite the interventions that have taken place and advice of outside agencies, then it may be appropriate to apply to the local authority for an Education, Health and Care plan. If this applies to your child, more detailed information will be made available.

School Policies

The School has several policies relevant to SEN&D. These are available on the School's website.

Admissions

If a child who has Special Educational Needs and/or Disabilities is to be admitted to our school, preparations for this will be undertaken via meetings with other settings and/or parents, and with any external agencies involved, and we will gather all the information to ensure that the child's entry into our school is as smooth as possible. When necessary, and in consultation with parents, external advice may be sought to aid the process.

Complaints

The School operates a Complaints Policy following the guidelines set by the Local Authority – a copy of which is available on the school's website. If a parent has concerns about the provision being made for their child at the school, they should follow the procedure laid out in that Policy.