



## **Wilbury Primary School** **School Information Report** **February 2024**

### **HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES**

#### **Our vision and how we hope to achieve it**

Wilbury is an inclusive community of all learners where everyone has high expectations of themselves and others. All children are valued equally and grow together to have the confidence and skills to meet the challenges of the future. We aim to enable children to overcome barriers and reach their full potential. This includes ensuring children value themselves as unique individuals, celebrating diversity and respecting differences.

All children have a human right to be educated alongside their peers. At Wilbury Primary School we are fully committed to meeting the needs of those pupils with Special Educational Needs so far as is reasonably practicable and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, Wilbury Primary School has due regard to the SEND Code of Practice 2014 and the Disability Discrimination Act 2001.

At Wilbury Primary School we seek to:

- ensure that all pupils are valued equally
- ensure that all pupils make progress
- ensure all children are safe
- work in close partnership with parents/carers and children
- ensure that Special Educational Needs are identified and assessed as early as possible
- ensure pupils' needs are met as soon as is practicable
- ensure that all children have access to a relevant, broad and balanced Curriculum
- work proactively with the LA and other agencies, including Social Services, parent support groups, psychologists and medical services, in identifying, assessing and meeting Special Educational Needs
- maintain and develop a range of expertise within the school  
monitor, review and evaluate policy and provision on a regular and systematic basis.

#### **Type of school/college we are**

We are a large; four form entry, mainstream Primary school with a Nursery admitting children from the ages of 3-11. We also have provision for 2 years olds

**Our Ofsted rating is "Good" ( April 2023 )**

#### **How we know if a child/young person has special educational needs**

On admission:

- a. The Inclusion Manager, The SENCO and Early Years Co-ordinator liaise closely with Health Visitors, Specialist Early Years Practitioners and other professionals and with the LA's

Under 5-s SEND team, to identify children with SEND being admitted to our Nursery and Reception classes.

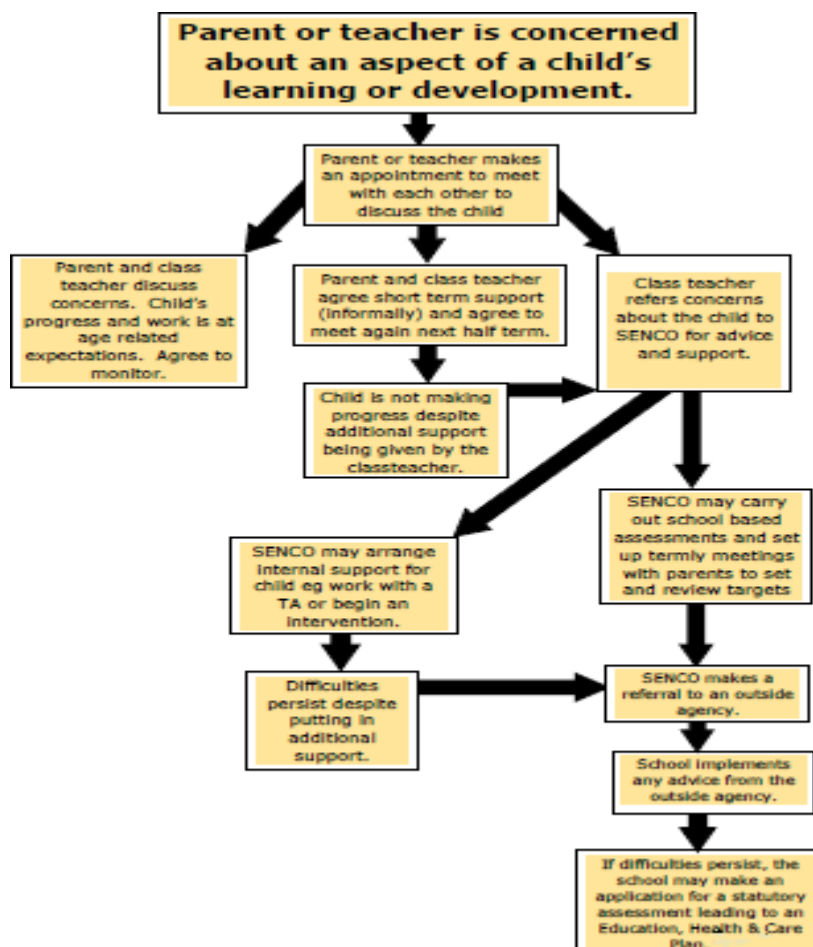
- b. The School follows the LA's criteria, whereby children with SEND can be given priority admission to Nursery and Reception if:
  - They have an appropriate EHCP
  - There is professional evidence of a child's needs and that the needs could be met by the school.
- c. All parents of children being admitted to either Nursery or Reception are offered a home visit, when possible, by our staff, sometimes including the SENCO. During this visit, all parents have the opportunity to raise any concerns they may have about their child.
- d. Any child entering Wilbury, from another School, with SEND already recognised, is put onto the SEND register and the Inclusion Manager in liaison with the SENCO has the responsibility to ensure that previous arrangements for provision are followed up, if necessary or if possible. Similarly, the school will pass on current SEND records, to ensure continuity of pupil progress, when a child leaves Wilbury, to go to another primary school or on to secondary school.

At other times:

- a. As part of the school's on-going monitoring and assessment policy, all children's progress is noted. Class teachers have a responsibility to identify any child whose progress is causing concern and to inform the SEND department for advice.
- b. The Inclusion Manager in liaison with the SENCO observe the child and discuss the class teacher's concerns and their attainment to identify children who are not making the expected progress to see if possible SEND has been identified. Further assessments are sometimes carried out e.g. a Speech and Language assessment.
- c. Parents who feel that their child is having a particular difficulty, making very slow progress or for whom they have a particular concern, can discuss this, initially, with the class teacher and thereafter the SENCO to see if there are SEND concerns.

### **What we do to help children/young people with special educational needs**

- Interventions are carefully arranged and monitored by the class teacher and the department.
- At Wilbury School, there is an established process to track and alert the Inclusion Team of any concerns. Your child is provided with appropriate interventions or individual support and independence is always encouraged.
- The Class Teacher is responsible for all children in their class and provides Quality First Teaching. This may include differentiated resources or activities to ensure that all pupils have access to a broad and balanced curriculum.
- The Teaching Assistant in class supports as directed by the class teacher.
- The class teacher is responsible for your child's Individual Education Plans (IEPs) which are monitored during the parents' evening which you are invited to attend either in person, on the phone or online.
- All of your child's targets are monitored and reviewed on a termly basis and copies are sent home.
- Class teachers and Teaching assistants get the opportunity to meet with outside agencies such as; Educational Psychologists and Speech and Language Therapists, to discuss strategies and progress.



### How we adapt our teaching for children/young people with special educational needs

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Lessons are carefully differentiated to your child's needs and equipment and resources carefully chosen to suit their learning need.

### How we decide what resources we can give to a child/young person with special educational needs

- The Assistant Head Teacher - Inclusion Manager, SENCo support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and speech and language difficulties.
- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers' modified/adapted planning to support the needs of your child where necessary. If a budget is required then the Head teacher and governors make the final decision about this.

- Specific resources and strategies could be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to the curriculum and extra-curricular activities in school.
- School adapts the environment, wherever practicable to the needs of the children. Including accessing specialist equipment if needed.

### **How we check that a child/young person is making progress and how we keep parents informed**

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term in Reading, Writing and Maths. Progress in other areas, such as attendance, engagement in learning and behaviour are also monitored.
- Some pupils on the SEND register have Individual Education Plans (IEPs) These are targets, tailored to their individual need, that are reviewed and rewritten termly by the class teacher.
- At the end of each key stage (i.e. at the end of year 2 and year 6) 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 from these tests are published nationally.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and any group that they take part in.
- If your child is still not making expected progress the school will discuss with you:
  - any concerns you may have
  - any further interventions or referrals to outside professionals to support your child's learning
  - how school and home can work together, to support your child..
- A range of ways will be used to keep you informed, which may include:
  - Home/school book
  - Telephone/ texts
  - Letters/certificates sent home
  - Additional meetings as required
  - Reports

### **Support we offer for children's/young people's health and general wellbeing**

The whole family situation is taken into consideration when supporting and communicating around a child with needs.

Privacy is kept at all times.

Medical:-

- If your child has any medical needs the School Welfare Officer will invite you into school to create a care plan.
- The plans will be updated regularly and you are able to contact the school Welfare Officer at any time.
- Your child's social and pastoral care is very important and sharing of your concerns with their Class Teacher and Key staff will help us all to work together.
- All required medicines are registered on care plans carefully monitored and recorded.

- If there are any concerns the School Welfare Officer will ring you and discuss any issues. If needed the School Nurse will be contacted.
- Your child will access all the assessments held in school and if there are any concerns you will be informed.
- Dietary needs are discussed and any allergies shared with relevant staff. If needed a food diary may be kept to support programmes given by a dietician.
- When required the school will liaise with any external medical agencies to ensure we are informed and children have access to school life.

#### Social:-

- Your child is fully included in activities where possible. All children are encouraged to work together.
- If your child is struggling to understand how to make friends social stories are made available.
- New children (or if your child is struggling in the playground) are provided with an appropriate buddy.
- Staff in the playground will monitor your child and encourage them to interact with others. If there are any concerns their class teacher and the Inclusion Team will be notified.
- Buddies may also be provided for children who are experiencing difficulties or require some support.
- Lunch time clubs cater for a range of needs and interests.
- After school clubs is available at an additional daily cost.
- Breakfast Club is available at an additional cost.

#### Behaviour:-

- If your child has behavioural difficulties their Class teacher will keep you fully informed.
- Strategies will be implemented and shared with you.
- Additional support could be implemented if needed and advice requested from additional professionals if required.
- The Inclusion manager or SENCo will keep you informed and if necessary hold a meeting with all the professionals involved and yourself.
- Where additional support or strategies are required an Individual Behaviour Plan may be drafted by the Inclusion Manager alongside parents to ensure a consistent approach in school. This plan will clearly identify barriers and strategies to be used as well as highlighting rewards and ways forward to ensure the child fulfils his or her potential in school.
- If required a risk assessment may be completed to ensure your child and fellow pupils are safe and secure in school. This will be completed in consultation with you as parent/carer and signed by both parties.
- Everything possible will be implemented to ensure your child is included at all times.

#### Attendance:-

- It is important that your child has a good attendance so they are able to make good progress with the support they are given.
- It is important that if your child has a medical issue that the school is notified immediately and they return to school as soon as possible. If you are unsure about any issues the School Welfare will be able to advise you. Attendance is reviewed regularly by the Attendance Officers, AHT Inclusion and Education Welfare Officer. If they have

concerns you will be contacted and invited to attend a clinic to share ideas and strategies to improve your child's attendance.

- Good communication is an essential part of our approach to attendance at Wilbury so please come and discuss any difficulties you may be experiencing as soon as possible.
- Termly celebration assemblies are held and children receive certificates to reward and encourage excellent attendance. Weekly phase assemblies also include a reward certificate for the class in each year group with the best attendance.

Child's views:-

- Your child will contribute to his/her EHCP meeting.
- Your child is encouraged to discuss school issues with key staff.
- Staff discuss issues with your child and if they are able to contribute ideas they will be encouraged to share them with their peers.
- If your child has shared concerns or ideas with you, but they feel they cannot discuss them in school you can bring them to the Class Teacher, Inclusion manager or SENCo

### **Specialist external services we use when we think a referral and/or extra help is needed**

ASD support and advice for parents [www.enfieldasa.org.uk](http://www.enfieldasa.org.uk)

Speech and language for Pre-schoolers

Educational Psychologist

Social Services and/or Early Help

Children and Adolescent Mental Health Service (CAMHS)

Child Development Team and the Social Communication clinic

Special school outreach: such as; West Lea Special School-MLD and Russet House - Autism

Occupational Therapy

Physiotherapy

Early Years Support

Joint Services for Children with Disabilities

Behaviour Support Service (SWERRL)

Family Support Service

Change and challenge Team

Parent Partnership: - [www.enfieldparents.org.uk/services/parent-partnership-service](http://www.enfieldparents.org.uk/services/parent-partnership-service)

Citizens Advice Bureau :- [www.enfieldcab.org.uk](http://www.enfieldcab.org.uk)

National Autistic Society:- [www.autism.org.uk](http://www.autism.org.uk)

MENCAP:- [www.mencap.org.uk](http://www.mencap.org.uk)

SENDIASS [www.enfieldsendias.org.uk](http://www.enfieldsendias.org.uk)

### **The training our staff have had or are getting**

- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service or medical /health training to support staff in implementing care plans.
- Training takes place on a regular basis. Staff have 5 Inset days of training annually and weekly staff meeting which include training on identified areas of need.
- All staff have had access to training around Special Educational Needs and any further Inset implemented by the Borough, which include ways of working with children with special educational needs.

- All Teaching Assistants have access to training. During their Professional Development Interviews, staff indicate their area of interest and training needs. The Inclusion Team select suitable courses for their needs. A regular training programme is being provided around child protection for all adults in school.

### **How we include children/young people in activities and school trips**

- Wherever possible children will be included in the full range of trips available to enhance the curriculum. There may be occasions when a specific risk assessment needs to be completed to highlight barriers depending on the particular location to be visited. When this occurs staff will endeavour to discuss the particular trip with parents or carers in order to make plans or reasonable adjustments if possible. This could include asking a parent to accompany a child or selecting a particular mode of transport or route to enable access.
- Parents or carers will be informed well in advance of forthcoming trips as these are usually booked early on in the school year allowing plenty of notice if they are required to attend.
- Where a child's behaviour could present a difficulty this will be discussed with the parent so that a decision can be taken jointly on strategies to be employed or whether it is safe to allow the pupil to attend a particular trip. Any decision will also consider the impact on the child's fellow pupils with safety being of paramount importance on any school trips or additional activities.
- Safety is considered at all times. Risk assessments are completed prior to all trips.
- All children are included in all activities with their peers where and when possible.
- Before any trip or activity an assessment is completed to ensure accessibility for all.
- Every year additional adults are provided for school journey and parents are advised.
- Strategies are provided and shared with parents to prepare pupils for visits and activities.
- If needed, social stories are worked on in and out of school to ensure the child has a good understanding of what is going to happen.

### **Our school environment**

- The school is fully accessible to wheelchairs and other mobility aids.
- The classrooms and corridors are clearly lit and kept clear to ensure children with visual difficulties are catered for.
- The school has disabled changing and toilet facilities.
- When each child with special needs enters the school their whole needs are carefully looked at and any equipment provided. When agencies advise additional equipment, where possible it is provided. Equipment can also be loaned to parents to help support their children's needs.
- Any issues are discussed to help support all children in the school with outside agencies such as: Physiotherapists and Occupational Therapists.
- School is secure and has restricted access.
- Our school is based on a large and attractive site with outdoor learning areas such as fields, a pond and a forest.

### **How we prepare for children/young people joining our school and leaving our school**

- You will be well supported throughout all transitions.

If your child is joining school:-

- The first introduction to the school is carefully planned.
- Information is shared with those who need to know and confidentiality is respected at all times.
- New pupils are welcomed by their class teachers and supported by buddies from their class in the first few weeks at Wilbury. They are introduced to facilities such as the Place2Talk and are shown how to request a lunchtime slot if they require it.
- Regular newsletters help to inform parents and children of forthcoming events and topics as well as introducing them to key members of their department.
- If joining the Nursery the Nursery manager and SENCo may visit the child, if needed, in their current setting.

If transferring from another school:-

- Any relevant information will be transferred and discussed with the current school. Social stories are provided when appropriate and visits can be planned to support the change.

If your child is moving to another school:-

- The transition to a new school is carefully planned and parents are kept fully informed. A social story or photographs maybe used to show the child where they are going and the new support they will be getting.
- Any relevant information will be transferred and discussed with the new school.

In Year 6

- A member of the Year 6 Team will invite the secondary staff in to discuss the child and share strategies.
- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include a 'Passport' or transition book about themselves for their new school.
- Several visits are made to the new school and if possible staff from the new school will visit your child in their current school.

Moving classes:-

- Information will be passed on to the new class teacher IN ADVANCE.
- A booklet with photos is provided for some of the children who will benefit from a visual prompt.
- When needed, a transition programme is planned.

### **How parents are involved in school life**

- You are encouraged to discuss any concerns at the first opportunity.
- You have the opportunity to join in with the school's parent support- Friends of Wilbury, which runs fund raising activities to support the school.
- The SEND coffee morning gives you the opportunity for you to advise the school of strategies you have tried, which can be shared with other parents and staff.
- Staff feel it is important that if English is not your first language that any feedback from professionals can be translated for you, so you have a clear understanding of what is going on.
- An interpreter will be provided by the school when necessary. School have several members of staff that are able to interpret for you.
- Our Parent Support Advisor are available to discuss any issues and support with advice and information.
- All literature sent from school is reader friendly and translations can be arranged.
- Information is available on request and is kept up to date e.g. the menu and Curriculum meetings are held to inform all parents.

- Reminders for key dates and information will be sent through the school's newsletter.
- There are additional classes available for parents such as ESOL, money management, parenting skills and so on.

### **Who to contact for more information or to discuss a concern**

- We would like you to talk to your child's class teacher regularly so we know what your child is doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support the child both at home and school and can share what is working in both places.
- A member of the Inclusion team will be available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The Inclusion manager or SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Homework can be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

### **In addition:**

If your child is undergoing an EHCP assessment you will also be supported by the Children's Services SEND Team. They will ensure that you fully understand the process.

- The first point of contact to discuss any concerns is with the class teacher. If there concerns continue you can contact a member of the Inclusion team.
- If there are family matters that may be impacting on your child, you can talk to our Parent Support Advisor
- If your child has a special educational need and you wish to look at the School facilities you can contact a member of staff from our Inclusion Team.

**Our offer to children with special educational needs and disabilities was prepared in January 2024**

**It will be reviewed in February 2025**



Please note- All practices will be adapted to comply with Government Covid guidelines at that time.