



Wheatcroft CP School
SEN Information Report
September 2023

1. What kinds of SEN are provided for at Wheatcroft CP School?

We value all children and work hard to adapt our provision so that all kinds of special educational needs are provided for in school, including cognition and learning needs, communication and interaction needs, social, emotional and mental health needs and physical and/or sensory needs.

2a. What is the SENCo's name and how can I contact them? What is the name of the SEN governor?

The SENCo is Mariana Glass

She can be contacted on the school's number 01723 375704 or directly on senco@wheatcroft.n-yorks.sch.uk

The SEN governor is Marie Parkins who can be contacted via the school office.

2b. What policies do you have for identifying children and young people with SEN? How do you assess their needs?

Concerns can be raised by teachers, parents, SENCo or outside agencies. Assessment data is analysed on a termly basis to identify children who might need extra support.

We use a graduated response of assess, plan, do, review.

A SEND concern profile or an individual learning plan (ILP) may be put in place if appropriate. This may include how the child will be supported, learning targets, desired outcomes and progress made.

Outside agencies are contacted if it is felt that more guidance is needed on assessing children's needs. Their assessments are included in the overall information provided to parents about pupil progress.

For children who have complex needs we will apply for an education, health and care plan.

Parents are consulted and kept informed at every stage through termly SEND review meetings, and more frequently if needed.

3. What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

We have an open door policy where parents are encouraged to have informal meetings as required so that we are all working together. These might be conducted face-to-face, virtually or by telephone. Parents are encouraged to share their concerns and goals for the future and their expertise about their child.

Once a term more formal consultations take place where individual targets and intervention plans are shared with parents enabling them to add their own thoughts.

4. What arrangements do you have in place at Wheatcroft CP School to consult with young people with SEN and how do you involve them in their education?

Children contribute to their individual learning plans and complete the pupil voice section. This allows staff to know important information about what helps them to learn. Targets are shared with children with SEND and they are welcome to attend the first part of the termly meetings. If

a child has an Educational Health Care Plan, they can attend their annual review and write a pupil voice report with the support of the SENCo.
Children are encouraged to talk about their aspirations and their views are listened to and help to inform future plans.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

We endeavour to ensure children with SEN support make at least expected progress in relation to their individual learning targets. All targets are reviewed on a termly basis by teacher, TA and SENCo to find out how well the plan is working, how much progress the child has made and what school's next steps should be. Children's thoughts are collected before the meeting so that everyone's views are heard.

6. What are the arrangements for supporting children and young people in moving between phases of education?

We work closely with nursery settings, secondary school settings and between year groups to ensure a smooth transition for all children.
Staff undertake training to ensure that they are fully prepared to help support children with specific needs.
Extra visits are arranged with well-known members of staff to acclimatise the children and to get to know new members of staff.
Booklets may be made of new classrooms and staff for children who need an enhanced transition package.
Parents are involved in this process and can ask for extra transition if they feel it is appropriate.

7. What is your School's approach to teaching children and young people with SEN?

Our SENCo will work closely with all our staff to ensure that provision is relevant and appropriate.

Where it is felt that more support is required, we use a variety of approaches. These include

- Adaptive teaching and adapted curriculum provision
- Speech and language support
- Groupings- 1:1 or small groupings
- Resources – privacy barriers, fiddle toys,
- Use of IT
- Meet and Greet/Check-ins
- Peer support and mentoring
- Evidence based interventions
- Extra support in and out of the classroom
- Lunch time clubs
- Emotional support (Thrive and Pastoral Interventions)
- Cool down time
- Overlays and coloured books
- Visual timetables
- Play based learning
- Social Stories
- 5 Point Scales/My Plan
- Alternative classroom learning environment e.g. the Snug or the Zone

The teacher will explain what extra support your child is receiving.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

The school building has been adapted to make it accessible for all children.

The curriculum and learning environment is continually being adapted and changed to ensure all children are able to make the best progress. Here are examples of changes which may be made

- where a child sits
- use of an overlay/coloured paper
- use of a writing slope
- use of a privacy board
- changes in timetable
- allocated safe space areas
- adult support
- accessing different year groups
- adapted lunchtime provision
- sensory diets

9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?

We are committed to continued professional development for all staff. The SENCo attends termly network meetings and local SENCo cluster meetings. The information is then disseminated to staff at staff meetings and TA bitesize meetings

All staff have received Maths and phonics training. We have also received training on selective mutism, hearing impairment, downs syndrome, autism and Thrive.

A number of staff are trained in the use of Makaton.

A number of staff are trained in suctioning and tracheostomy changes.

We have two Licensed Thrive trained practitioners, a Speech and Language specialist TA, and a teaching assistant trained in Drawing and Talking Therapy.

We have also received training in the delivery of different interventions which are used successfully throughout school.

10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

All pupils should make expected progress in line with their peers. We evaluate the impact of interventions and classroom practice on a termly basis

- Entry and exit scores are linked with transference of skills into class work
- Targets and outcomes are measured
- Observations and book scrutiny are carried out
- Professional discussions with staff
- Discussions with child and parents
- Progress is reported to Senior Leadership team and Governors every term
- Provision is analysed and next steps are decided on

11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

All children are encouraged to take an active role within the school. The school makes all reasonable adjustments to include all children. Children with SEN are represented on school councils and are house captains. Extra-curricular clubs are open to all children depending on age and whether reasonable adjustments can be made.

12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

We have two Licenced Thrive Practitioners who works closely with class teachers to assess pupils in their social, emotional and mental health development. The practitioners run intervention groups (including small group Thrive and 1:1 sessions). Thrive clubs also take place within school. All staff have undertaken Thrive training to ensure they have the resources and skills to offer a consistent approach to pastoral support.

We also have a member of staff who the children are able to access when required. We meet and greet children in the morning to ensure that children are happy and well settled. If a child is vulnerable they may be assigned a key worker.

We have assemblies about differences which promote tolerance and help school to have a family feel where we all support each other. Our curriculum driver of 'Caring Community' links carefully with our desired learner characteristics and our whole school values and ethos. We use the Jigsaw PSHE scheme to ensure consistency and coverage of issues around bullying throughout school. Safeguarding children is at the heart of the school and 'Be safe' is a key part of our school Code of Conduct. As a whole school, we use the My Happy Mind project to teach children about their brains and strategies to manage their mental health and well-being.

13. How does Wheatcroft CP School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

The SENCo will work with all other staff to ensure continuity of care and education by everyone.

We ensure that parents are informed at all stages of assessment, planning, provision, monitoring and review of your child's progress.

- The Class Teacher is available for advice and support in the first instance. Our SENCo is also available to offer advice.
- We can signpost parents to other professionals that may be able to help such as health visitor, speech and language therapist, Early Help and others.

Parents' permission is always acquired before referring for support from outside agencies.

If your child's need has been referred to a specific team, we will be able to support parents in accessing their services.

We have regular contact with the following professionals to help support children and their families:

- Speech and Language Therapists (Seaside SALT and NHS SALT)
- Advice from professionals in other areas maybe sought as a need arises, such as:
- Educational Psychologist
- SEND Hub specialists
- Physiotherapist
- Occupational Therapist
- CAMHS (Children and Adolescence Mental Health Service)
- Be U (Autism Assessment)
- Early Help (Children and Families Services)

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

If you have concerns about the provision made at school for your child, first discuss this with the class teacher or the SENCo.

If you are still not happy, then the next stage is to talk to the Headteacher.

After this, you will need to follow the school's complaints procedure which can be found on the website.

15. Other useful links

The Accessibility Plan can be found on the school's website. These documents give more detail about school's commitment to providing high quality education for all children.

North Yorkshire's SEN Local Offer

<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

SENDIASS (SEND information, advice and support service) provides independent advice and support to children and families.

<https://sendiassnorthyorkshire.co.uk/contact-us/>

SENDIASS North Yorkshire deal with all contacts to the advice line as soon as possible but please be aware that during busy times it may take up to 10 working days for you to receive a response from our team.

If you wish to receive advice and information sooner you can get in touch with Contact, a national organisation offering information and advice to parents and carers of children with SEND. Their helpline is open from 9.30am until 5.00pm, Monday to Friday and the number is 0808 808 3555

You may also wish to visit the following websites to see if you can find the answer to your enquiry:

[\(IPSEA\) Independent Provider of Special Education Advice](#)

[Information & advice | Contact](#)

Education - childlawadvice.org.uk