



# SEND Report

Reviewed and updated January 2022

## Vision Statement

At William Davies we celebrate our diversity and achievement. Children enjoy and get the best out of learning opportunities in a caring and positive environment. Through imaginative and flexible focussed learning, children strive to achieve well.

We aim to create reflective, confident learners. Our child centred culture enables children to develop, grow and establish positive attitudes. Children learn to respect themselves, others and the world in which we live.

William Davies is a forward thinking school. We adapt to evolving technologies and global developments. Our children are prepared for the challenges of the future.

In this Report, 'parents' refers to all those with parental responsibility for a child.

## Introduction

*As part of the Children and Families Act 2014, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with Special Educational Needs and Disabilities in the local area. The local offer aids schools to be as inclusive as possible, with the needs of pupils with SEND being met in the mainstream wherever possible. Newham's local offer is available on the Newham website and tells parents how to access services in their area and what to expect from these services. This can be found on the following website:*

<https://www.newham.gov.uk/Pages/ServiceChild/Support-in-school-for-children-with-SEN.aspx>

*Parents can also contact the Special Educational Needs Disability Information Advice Support Service (Sendiass) for information and support [sendiass@newham.gov.uk](mailto:sendiass@newham.gov.uk).*

This report describes our contribution to Newham's local offer and the arrangements we have at William Davies Primary School that are additional and different for pupils with SEND. This information is reviewed annually.

This report should be considered alongside our other policies, including our SEND Policy, Equality Principles Statement and Policy and our Accessibility Plan which can be viewed on our website

[www.williamdavies.newham.sch.uk](http://www.williamdavies.newham.sch.uk)

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## **Overview of support and teaching approaches**

At William Davies Primary School we aim to provide high quality teaching in order to meet the needs of every child. Through careful identification of need, appropriate levels of support, curriculum adaptation and modifications to the environment pupils with SEND experience inclusion in class and school activities.

### **All pupils will access:**

- High quality teaching and learning;
- A broad and balanced curriculum, including challenge for all
- Educational Visits;
- Personalised target setting;
- Assessment and tracking of progress and attainment;
- Flexible working groups;
- Access to after school clubs;
- Parent meetings with school staff each term;
- Reasonable adjustments to the environment and equipment.

### **Some pupils with SEND will access:**

- Targeted intervention and support tailored to their needs;
- Personalised target setting;
- Personalised assessment and tracking of needs;
- Additional support for certain tasks when required;
- Additional parental meetings with the SENDCO.

### **In addition, pupils with complex or significant SEND needs will access:**

- A personalised timetable;
- Access to specialist services and therapists in liaison with the Local Authority and Health Service;
- Higher levels of targeted support in class;
- Parental meetings with external agencies and therapists.

**Accessibility** - An Accessibility Plan is available on our website

**Admissions** Information about Nursery admissions can be found on our website. All other admissions are processed through the Local Authority.

### **Needs Provided For in Our School**

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, Mental Health
- Sensory or Physical

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## **Points of Contact and Support for Parents**

The delivery of Quality First Teaching and SEND provision is a joint effort involving staff throughout the school.

Class teachers are responsible for ensuring that your child receives Quality First Teaching in the form of planning, delivering and supporting all learning styles, interests and abilities.

**The SENDCO** at William Davies Primary School is Ms A. Warren. Please contact the SENDCO through the school office. The Special Educational Needs and Disabilities Coordinator (SENDCO) is responsible for:

- Developing and reviewing the school's SEND policy;
- Coordinating support for children with SEND; including applying for additional needs funding or Education, Health and Care plans as necessary;
- Ensuring that parents/carers are fully involved in the provision of support for their children through effective communication regarding the support and intervention that their children are receiving;
- Liaising with outside agencies to help with support;
- Updating SEND information on the school tracker, which is our system for ensuring that all SEND needs of children are recognised and recorded;

Developing personalised learning pathways, timetables and interventions as necessary for children with SEND;

- Providing specialist support for teachers and support staff in the school.

**The Headteacher** is responsible for the day-to-day management of all aspects of the school. This includes ensuring that support for children with SEND is effectively planned, monitored and delivered. The Headteacher is also responsible for:

- Giving responsibility to class teachers and the SENDCO, and ensuring these responsibilities are managed so that the needs of children are met;
- Making sure the Governing Body is kept up to date with issues about SEND.

**The link governor for SEND** is ?????????? The link governor can be contacted through the school office.

## **Identification of need and Support for Parents**

Providing comprehensive support for all children requires an effective partnership between parents and the school.

If you are concerned about your child, your initial contact should be with their class teacher. Class teachers are available to discuss progress, learning, concerns and questions parents may have. Class teachers are also available to exchange information about effective strategies at home and at school to support learning and maintain progress. Please make an appointment if you wish to speak to your child's class teacher.

If you continue to have concerns about your child's progress, you may arrange to speak to the SENDCO. The SENDCO is available to discuss progress, learning, concerns or worries parents may have about their child with SEND.

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The school may also request meetings with parents and, where appropriate, children may be invited to meetings to discuss whether a child has additional, specific needs. Where appropriate, children will be invited to meetings to discuss their progress and needs. The school will arrange additional support if it is considered necessary, as well as providing parents with information about support available from external agencies. All information from external professionals will be discussed with parents directly.

### **Complaints**

We hope we are able to resolve any complaints within the school. There are procedures that will be followed if complaints cannot be resolved internally. For further information please consult our *Complaints Procedure*, which is available on our website.

### **Allocation of Support**

The school budget, received from Newham Local Authority, includes money for supporting children with SEND. The Headteacher allocates funding resources for children with SEND in consultation with the school governors and based on the needs of children in the school.

## **Identification of need and the Graduated Approach to SEND at William Davies Primary School**

### **School Provision and Support**

William Davies Primary School employs a graduated approach to supporting children who experience difficulties learning or have a specific and/or identified need or disability. Depending on a child's level of need, they may have a Personalised Learning Pathway (PLP) and/or Personalised Progress Targets (PPT).

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| STEP 1:<br>QUALITY FIRST<br>TEACHING                      | <p><b>High quality teaching that meets the needs of all children.</b><br/>Appropriate challenge for all.<br/>Tasks modified and adaptations applied within normal classroom practice.</p>   | <p>This step indicates children have no perceived special need. Children on this step won't have a PLP or PPT.</p>  |
| STEP 2:<br>FREQUENT PHASE<br>INTERVENTION                 | <p><b>Additional, measured and specific support to address an acute, subject-specific need.</b><br/>Example: Phase teacher/teacher/TA provides targeted, short term support to address a misconception or to 'close the gap'. This occurs frequently (in response to need) over at least 2 terms and/or across different subjects.</p>  | <p>This step indicates a possible initial concern or need. Child will most likely be engaged in age appropriate subject-specific study. Children on this step won't have a PLP or PPT.</p>  |
| STEP 3 and 3K:<br>NAMED, TIME LIMITED SPECIFIC<br>PROGRAM | <p><b>A time limited, specific program recommended by SENDCO.</b><br/>When support from step one and two have failed to have sufficient impact; when a more general learning need is suspected.<br/>Example: language groups, social stories, NNIK, Spelling Made easy, 1:1 reading, RWI in KS2, Lifeboat, or a bespoke program prescribed by the SENDCO. MUST be time-limited and impact assessed closely.</p> | <p>This step indicates a need is clearly evident.<br/>3 indicates may some non- subject specific support may be employed.<br/>3K indicates the child is officially on the special needs register. Child will probably still be engaged in subject-specific study but maybe not at their actual age. Child may have a PPT/PLP.</p> |
| STEP 4K:<br>EXTERNAL SUPPORT                              | <p><b>SENDCO has sought advice/support/assessment from an external agency and guidance is being implemented.</b><br/>Example: VI, LCIS, CAMHS, S&amp;L, OT, Physio, Complex needs team.</p>   | <p>This step indicates a child has most likely been diagnosed with a specific need or needs.<br/>Child may or may not be engaged in subject-specific study. Child will most likely have a PLP &amp; PPT.</p>  |
| STEP 5K:<br>HIGH NEEDS<br>FUNDING                         | <p><b>LA fund additional support</b></p>  | <p>Child has been submitted to panel and has been awarded high needs funding.<br/>Child may or may not be engaged in subject-specific study (age appropriate or otherwise, dependent on need).<br/>Child will have a PLP &amp; PPT.</p>   |
| STEP 6K:<br>EHC PLAN                                      | <p><b>LA additional support on the basis of school and other professional input</b></p>   | <p>Child may or may not be engaged in subject-specific study (dependent on need).<br/>Child will have a PLP &amp; PPT.</p>  |

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Providing Quality First teaching through differentiation enables class teachers to meet the individual needs of children through awareness of your child's existing knowledge, understanding and abilities. The use of group work including interventions, which may take place in or out of the classroom, led by the class or **phase** teacher may target specific areas of understanding.

If a child has been identified by the SENDCO or class teacher as needing specialist external support, parents will be consulted and the school may refer the child to a local authority or central service for assessment. Once referred, children will be assessed by a specialist who will make recommendations for support. The school will not be able to access support from external agencies without parental consent.

In some cases, an Education, Health and Care Plan is appropriate for a child with special educational needs. Children with EHCPs will generally require a high level of ongoing specialist support. The process involves:

- A request from the school or parent/carers to the Local Authority for a statutory assessment of a child's needs. This is a legal process which sets out the amount of support that will be provided for a child.
- Following the request, a panel of professionals will consider if a child's needs are complex enough for assessment. If they decide they are, they will ask the parents and all professionals involved with the care of their child to write a report outlining the child's needs. If they decide the needs of the child are not complex enough for assessment, the panel will ask the school to continue providing their current level of support.
- After the report has been submitted, the panel will decide if the needs of the child in question are severe, complex, and lifelong. If this is the case, an Education, Health and Care Plan will be written. If this is not the case, they will ask the school to maintain their current level of support, and liaise with the school to ensure an effective plan is in place to support the progress, learning and development of the child.
- If a child receives an EHCP, it may outline the number of hours of individual or small group support your child will receive from the local authority and how the support should be used.

William Davies Primary School will liaise with the appropriate local authority for Looked After Children who have SEND needs.

### **Working with outside agencies**

William Davies Primary School consults and liaises with health and social care bodies and LA support services and specialists to meet pupils' needs and support their families. By working with these services, and by drawing on WDPS staff experience and expertise, appropriate equipment and facilities to support children with SEND are secured.

#### Local Authority Provision Delivered in School

- Complex Needs and Dyslexia Service
- Educational Psychology Service
- Language, Communication and Interaction Service
- Sensory Service
- Behaviour Support Service
- SEND School Support
- Family Support Service (Families First)

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NHS Provision that may be delivered in school

- Child Development Service
- School Health Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physiotherapy Service
- Child and Family Consultation Service
- Child and Adolescent Mental Health Service (CAMHS)

### **Teaching children with SEND and adapting the curriculum and environment**

The SENDCO supports the class teacher in planning for children with SEND. The school provides training and support to enable all staff to develop teaching and learning for all children, including those with SEND. This may include, for example, whole school training on SEND issues such as Autism Spectrum Disorder and Speech and Language difficulties. Individual teachers and support staff attend training as needed run by outside agencies, relevant to the needs of specific children in their class.

Class teachers plan lessons according to the specific needs of all children in their class. Specific resources and strategies will be used to support the learning of individual children or those working in small groups. Planning and teaching are adapted on a daily basis to meet the needs of the children. Support staff work under the direction of the class teacher and can adapt planning to support the needs of children as necessary. The Headteacher, SENDCO and class teachers work together to adapt the school environment where necessary and as far as possible to meet the needs of children with SEND, for example making modifications to meet sensory or physical needs. Please refer to our Accessibility Plan and Equality Principles Statement and Policy available on our website [www.williamdavies.newham.sch.uk](http://www.williamdavies.newham.sch.uk).

Class teachers are also responsible for:

- Monitoring your child's progress;
- Recognising when your child might need additional or different support in order to make progress, and informing the Special Educational Needs and Disabilities Coordinator (SENDCO)
- Ensuring that the school's SEND policy is followed in their classroom.

### **Supporting Emotional and Social Development**

At William Davies Primary School we recognise that some children have specific emotional and social needs. All classes follow a structured PSHE curriculum to support children's emotional and social development. In some cases, specific, personalised support is provided.

### **Measuring Progress**

Progress of children with SEND is continually monitored by the class teacher, and reviewed formally with the SENDCO every term.

- If a child has an EHCP, statutory requirements regarding reviews will be followed.
- Learning walks and regular lesson observations are made by the Senior Leadership Team to ensure that Quality First teaching is provided across the School, and that the needs of all children are met.
- At the end of each key stage (in Years 2 and 6), all children are formally assessed using Standard Assessment Tests (SATs).

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Parents and children are invited to termly meetings with the child's class teacher to discuss progress. In addition, parents have regular opportunities to meet with the SENDCO.

If the school is in receipt of higher needs funding to support a pupil, the parents and child are invited to an Annual Review meeting to discuss progress and outcomes.

At the end of the school year, parents receive a written report summarising their child's progress and attainment.

### **Transitional Support**

At William Davies Primary School, we understand that transitions and change can be difficult for children with SEND. We take steps to ensure that any transition is as smooth as possible.

### **Children joining WDPS from another school**

If a child's additional need has been identified, the SENDCO will liaise with and, in some cases, visit the school to support a smooth transition. A structured transition programme will be organised and implemented.

### **Children leaving WDPS to join another school**

We will contact the SENDCO and ensure they are informed of any special arrangements or support required for children with SEND. Where possible, a planning meeting will be organised with the SENDCO of the new school in order to liaise regarding needs and provision. All records regarding children with SEND are passed on to the new school as soon as possible either in person or by recorded delivery.

### **Children moving classes within the school**

Information about children with SEND is passed onto new class teachers in advance. In all cases, a planning meeting will take place with the new teacher where support plans and other information will be shared

### **Children leaving WDPS at the end of Year 6**

The SENDCO will discuss the specific needs of children with the SENDCO of the secondary school and a transition meeting involving parents should be arranged. Where possible, children will visit their new school on several occasions, and in some cases staff from the secondary school may visit children at WDPS. Children with SEND will participate in focused learning related to aspects of their transition which will support aspects of their learning in secondary school, and help them to understand the changes ahead.

### **Monitoring Provision**

Provision of our offer is monitored by our Governors, Senior Leadership Team, and the Headteacher. The Headteacher makes a termly report to Governors. The link governor for SEND meets with the SENDCO at least once a year.

**Further Information** For additional information, including a link to the Local Authority Offer, please visit our website [www.williamdavies.newham.sch.uk](http://www.williamdavies.newham.sch.uk)