

Waterwells Primary Academy

SEN Information Report

Waterwells Primary School

SEN Information Report

This report describes Waterwells Primary School's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENDCo

This report was reviewed and updated on: 9.1.2025

This report was approved by the School Governing Body on: 22 January 2025.

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENDCo*

SENCO:

Julie Burgess: jburgess@waterwellsprimary.co.uk

Headteacher:

Claire Rawlings: admin@waterwellsprimary.co.uk

SEN link governor:

Saima Ahmed: sahmed@greenshawlearningtrust.co.uk

SEN Information Report

1. The kinds of SEN that are provided for

Our school currently provides support for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and end of key stage data, where appropriate. We monitor children's progress closely and use ongoing assessment to enable us to quickly identify children who may need additional help alongside high quality first teaching. At this point, teachers discuss concerns with the Special Educational Needs & Disabilities Co-ordinator (SENDCo) which may result in further assessment. This may include observations, discussions with children, reading, writing and/or maths assessments and conversations with parents. We may also seek specialist advice where needed to support both the school and parents. We will make referrals for statutory assessments in consultation with parents and/or carers.

Children may need additional support for many reasons such as:

- They are struggling socially, emotionally or behaviourally
- They are finding it difficult to keep up with their peers / national expectations
- They are not making as much progress as expected
- They are not making progress despite interventions
- They are not meeting their full potential.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, as well as the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

4. Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of assess, plan, do, review .

Class teachers with support where necessary from the SENDCo are responsible for drawing up a Support Tracker for a child who has any additional support whether that be at an additional support, My Plan, My Plan+ or EHCP level.

The class teacher is responsible for the writing of SMART targets on the Support Trackers and ensuring that all the interventions are tracked and logged on the Support Tracker. They are responsible for reviewing and writing new targets.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services.

If relevant, all teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We closely track the progress of children on the inclusion register to ensure that progress is being made and that the provision is meeting the child's needs. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress on their support tracker.

5. Supporting pupils moving between phases and preparing for adulthood

When a child joins us, we will endeavour to find out as much information about them as possible, through contact with parents and other settings or services who might have been involved with your child previously. As part of the transition into school from pre-school settings, staff communicate with all preschool providers to share information about the children who will be starting school. Should there be a specific need, we will pre-train staff, visit other settings to meet staff and children and take careful advice on how to support your child. When children move on to a new setting, we will ensure all information is shared with the relevant people. We are continuing to develop close links with our local secondary schools to ensure a smooth transition for pupils moving up to year 7. Thorough handover meetings with our feeder secondary schools allow us to share information with the school, or other setting the child is moving to. Additional transition visits can also be arranged for those who may need additional support.

To support those that need support with transition within the the Primary phase, we also provide move up/ transition day, transition booklets/passports and additional visits/communication to support relationship building and familiarisation with new adults.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality first teaching is our first step in responding to pupils who have SEND and part of our

good practice in making teaching and learning accessible to pupils learning at different rates. Quality First Teaching emphasises high quality, inclusive teaching for all pupils in a class. QFT includes adapting learning, strategies to support SEN pupils' learning in class such as manipulatives, and on-going formative assessment. The Senior Leadership Team (Headteacher, Assistant Heads, SENDCo) and subject leads, carry out regular monitoring and work scrutiny to ensure individual needs are being met.

We will also provide the following interventions:

- Read Write Inc 1-1 support/Read Write Inc Speed sound sessions.
- Toe by Toe
- Precision Teaching
- Pre-Teach Whole Class Reading
- Colourful Semantics
- Language for Thinking
- Listening Skills/Vocabulary work
- Speech and Language Link Interventions/ Speech targets
- Racing to English
- Zebras Spell Really Well
- Handwriting
- Plus 1/Power of 2
- Fizzy
- Thrive provision
- Nurture Support
- Friendship Formula
- Art Therapy
- Play therapy
- Drawing and Talking

7. Adaptations to the curriculum and learning environment

We make the following adaptations and reasonable adjustments to the curriculum and/or learning environment to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing / use of teaching partners
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting and scaffolding teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- In considering what adaptations we need to make, the SENDCo works with the other members of the Senior Leadership Team and school Governing Board to ensure that the school meets its

responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.

8. Additional support for learning

Within school, we have:

- 1:1 or small group interventions based on need
 - Teaching Partners trained in specific areas to support children with SEND and to support learning in our classes. Currently 12 Teaching partners (mix of full time/ part time staff).
 - Adapted work set at appropriate levels through the planning process.
 - Pastoral systems in place led by the Inclusion Team. A learning mentor who is trained to provide Thrive support for SEMH needs.
-
- We work with the following outside agencies:
 - Educational Psychologist
 - Advisory Teaching Service
 - Speech and Language Therapy
 - Occupational Therapy
 - Physiotherapy
 - School Nurse
 - Consultant Paediatrician
 - GP
 - Children Services
 - Families First/ Early Help
 - Inclusion Team at GCC
 - SEND Casework at GCC

9. Expertise and training of staff

All staff are trained in how to best support all learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.

Current focus and CPD undertaken includes Read, Write Inc phonics training, 1-1 tutoring and regular teaching partner sessions focusing on maximising the impact of teaching partners.

We have staff training led by outside agencies e.g. Advisory Teaching Service, Educational Psychologists, Speech and Language Therapists.

The SENDCo holds the mandatory National Accreditation for Special Educational Needs Co-ordinators and she attends regular SENDCo cluster meetings .

We have a Thrive Practitioner and whole staff team have had training around the Thrive approach.

All staffing appointments to support learners are carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies are competitively advertised to ensure our school employs staff of the highest calibre.

We also use outside agencies with expertise in areas such as art and play therapy, mentoring and specialist speech and language assessments.

10. Securing equipment and facilities

We allocate support according to need. Additional interventions are funded to support children's progress. If your child has an Education, Health & Care Plan (EHCP), we will ensure the provision specified in Part 3 is provided. We make every reasonable adjustment possible for our children and very much tailor our approach depending on areas of need that arise. We have a fully accessible building that allows full access to all areas of the site.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions
- Using child voice and stakeholder feedback (questionnaires)
- Monitoring by the SENDCo and other members of staff
- Using Support Trackers, My Plans and My Plan+ to set targets and measure progress
- Holding annual reviews for pupils with EHC plans
- Reviewing strategies, implementation and progress with other agencies and professionals

12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We actively encourage our children to participate fully in the broader life of the school. The only exception would occur if a child had breached school rules or impacted on the safety of others.

We make every effort to include all children in educational visits. If an individual risk assessment is required, we will write this in order to ensure that everyone can participate fully. Where risk is deemed too high, this will be discussed directly with parents. We prepare children for any changes in their school day, such as outside visitors, trips and different activities.

At Waterwells, we want all our children to be as successful as they can be in all aspects of life. We want to see all of them achieve well, enjoy social times and demonstrate a positive attitude towards their learning and play.

We have four Learning attitudes that underpin everything we do. The values relate to the word BEST:

- Believe (Believe in themselves and others, show respect)
- Engage (Engage with learning, rules and with others/ teamwork)
- Succeed (Succeed, aspire and achieve)
- Try (Try, effort, persistence and resilience)

13. Support for improving emotional and social development

We are a restorative school and use this approach to encourage pupils to think about how their behaviours affect others, both staff and pupils. This helps children to develop respect, responsibility and honesty.

If a child in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong, they will be asked to put things right and change their behaviour, so it does not happen again. All children are supported in a constructive way to face up to consequences which will be put in place as a result of the behaviours which have taken place.

By using the Restorative Approach, it allows ALL parties to have their say AND be listened to. Where appropriate visuals will be used to support these conversations. We believe that by using this approach, we are giving pupils the skills to independently repair and restore relationships and encourage children to make better choices in the future.

We embrace the Thrive Approach. Thrive is a dynamic, developmental approach to working with children and young people that helps teachers and adults to interpret their behaviour and address their emotional needs. Thrive support takes place as a whole class intervention, in a small group or 1:1 basis providing the tools, skills and insights needed to help children become more emotionally resilient.

<https://www.thriveapproach.com/>

Pupils have lots of opportunities to explore and develop socially and emotionally through the curriculum, PSHE lessons and our personal development programme of wider opportunities and national awareness.

We provide nurture and Thrive support but also draw on outside agency support where needed. We are a Trailblazer school and work closely with Young Minds Matter to refer for counselling or other agencies that support social emotional needs.

14. Working with other agencies

Our school will identify sources of support as part of the Local Offer. This is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

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

- Gloucestershire Early Help Partnership
- Child and adolescent Mental Health Service
- Educational Psychology Service
- SENDIASS Gloucestershire (Special Educational Needs and Disability Information, Advice and Support Service) Advisory Teaching Service
- Outreach Teams / Alternative provision providers
- Local NHS services, including but not limited to School Nursing, Speech and Language Therapy, Occupational Therapy, Physiotherapy, etc.
- Virtual School (for children in care)
- Education Inclusion Service
- Early Years SEN support service
- Multi-Agency Safeguarding Hub

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 SEND in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies. Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a child are very specific (e.g., autism, visual impairment etc). We have a clear point of contact within the school who coordinates the support from outside agencies for each pupil. Most often this will be SENDCo/Designated Teacher for children in care, but in some cases, it can be another member of staff who we have identified as a key worker.

15. Complaints about SEN provision

If you have a concern or complaint with any aspect of your child's SEND provision, please contact your child's class teacher in the first instance. If your concerns are not addressed, please consult the SENDCo so that we can try to resolve the issue. If your concerns are still not addressed, please contact the Head Teacher. The complaints procedure is available on our School website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. The local authority local offer

Our local authority's local offer is published here:

https://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2_1_2

17. Contact details of support services for parents of pupils with SEN

As well as contacting the Inclusion Team for advice about special educational needs, the following impartial services can also offer support:

Educational Psychology Service: Contact Number: 01452 328004 <http://www.gloucestershire.gov.uk/eps>

*Speech and Language Therapy (Children): Contact Number: 0300 421 8937
<http://www.gloscare.nhs.uk/index.php/our-services/children-young-people/slt>*

Children's Occupational Therapy Service: Contact Number: 0300 421 6974 <http://www.glos-care.nhs.uk/index.php/our-services/children-young-people/children-s-occupationaltherapy>

Parent Partnership Service: Contact Number: 0800 158 3603 <http://www.glospps.org.uk/>

*SEND Early Help Service, Gloucester: Contact number: 01452 328076
<http://www.gloucestershire.gov.uk/early-help-for-families>*

*Virtual School (for Looked After Children): Contact number: 01452 328360
<http://www.gloucestershire.gov.uk/vschool/article/112537/Home-Page>*

Schools Outreach Support: <http://gloucestershireoutreachservice.co.uk/index.php/participating-schools/>

The Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) provides confidential and impartial advice and information to support parents or carers and children

and young people who have, or may have, Special Educational Needs and Disabilities (SEND) in Gloucestershire. <https://sendiassglos.org.uk/>

18. Contact details for raising concerns

The name and contact details of the SENDCo & Designated Teacher for Children in Care:

Mrs J Burgess

Contactable via the main admin office (01452 881962 / admin@waterwellsprimary.co.uk)