

Well Green Primary School

Special Educational Needs and Disability Information Report

September 2023 – with Jan 2024 amendments



The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need and/or Disability are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources for those children with special educational needs.

The school's SEND information report is updated annually.

This report was updated September 2023 and some
amendments were made in Jan 2024.

The questions below were developed with parents over time.

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1. What kinds of special educational needs does the school provide for?

- Well Green Primary School aims to be fully inclusive. We promote the individuality of all our children, irrespective of ethnicity, attainment, age (Nursery aged 3 – Y6), disability, gender or background or SEND
- We are committed to giving all of our children every opportunity to achieve the highest of standards in all that they do at school. We do this by taking account of pupils' varied life experiences and needs and working to remove any barriers to learning such as those attributable to SEN and/or disability.
- We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We aim to foster a positive attitude to learning and actively encourage a growth mindset approach to all areas of school life.

Special education means: educational provision which is additional to, or different from the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

The school provides support for pupils across the four following areas of need identified in the SEND Code of Practice 2015:

Communication and Interaction

The school provides support for children with specific speech, language and communication needs (SLCN), including those children with Autistic Spectrum Disorder.

Please note: Children will not be deemed as having a specific language learning difficulty solely because the language of their home is different from the language in which they will be taught.

Cognition and Learning

The school provides support for children with learning difficulties, some of whom will require a significant level of differentiation or a personalised programme of support. We support children with specific learning difficulties (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia.

Social, Emotional and Mental Health

Pupils with Social, Emotional and Mental Health difficulties have varying needs. The difficulties these children have can manifest themselves in different ways. Some children become withdrawn, others can demonstrate challenging behaviour, or may suffer from anxiety. The school has structured programmes to support these children.

Sensory and/or Physical Needs

The school provides support for some children who find it more difficult to access all areas of the curriculum due to a disability such as a hearing or vision impairment. Appropriate access arrangements and adjustments are made to enable these

children to access all areas of learning. The school is supported by the Special Educational Needs Advisory Service and Trafford Sensory Support Service to ensure that we have the appropriate equipment and access arrangements.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

If a parent has concerns about their child's progress in the areas listed in Section 1 then they should speak to their child's class teacher initially, as all teachers at Well Green Primary are responsible for identifying pupils with SEND. If the teacher shares these concerns then decisions will be made in conjunction with parents and the SENDCo as to whether:

- further observation is needed,
- the child needs to see a health professional,
- an intervention programme is necessary to support learning, social skills or speech and language difficulties,
- the SENDCo needs to carry out specific assessments to identify difficulties.

School assessments will give an indication of specific difficulties. If targeted support does not enable the child to make progress and their needs appear to be more complex then the school would contact the parent to ask permission to refer the child for assessments by other professionals. Parents will be directly informed of any findings and the school will be given tailored advice on how best to support the child.

Well Green has a multi-agency approach to identifying children with SEND through:

- liaising with the child's Nursery or previous setting;
- liaising with health visitors and health professionals;
- early discussions/concerns raised by parents;
- concerns raised by Teachers/Teaching Assistants and lunch time staff for SEMH;
- children performing significantly below age-related expectations;
- liaison with outside agencies, for example, Educational Psychologists, Speech and Language Therapists, Social Services, Child and Adolescent Mental Health Services (CAMHS), Occupational Therapists;
- pupils raising concerns themselves i.e. difficulty reading print on pages, feelings of anxiety etc.

3. How will both you and I know how my child/young person is doing?

- Good communication with parents is vital to ensure positive learning outcomes for the child. The class teacher and SENDCo meet together with parents of SEND children twice a year to discuss progress, review interventions and set targets. If a parent and/or teacher has raised concerns about a child then the Class Teacher will meet more regularly with the parents while the child is being monitored and will feedback to parents. At this stage, if a child is not making progress, or is still having social and emotional difficulties despite Quality First Teaching Strategies, and the SENDCo has become involved then an open door policy is adopted, whereby, a parent can meet with the SENDCo on a regular basis to discuss those concerns and we will endeavour to ensure the child accesses the support that is required.
- SENDCo (Heather Berry) has a teaching timetable but if you have any queries she can be contacted by email (hberry@wellgreenprimary.co.uk). She will be in school every Monday and Tuesday (all day).
- Parents' meetings are arranged to coincide with the release of reports each term.
- An Annual Report about every child is provided in the summer term.
- A home-school book may be used daily if appropriate.
- If a Teaching Assistant (TA) is working with a child, they may pass on information when necessary.
- If a child has more complex SEND, the school can apply for an Education Health and Care Plan (EHCP). The EHCP is a legal document which describes a child's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child to progress and achieve. If a child has an EHCP then the school has a duty to host an Annual Review. At the review, the school, parents, child and any professionals involved meet to discuss the child's progress, continuing needs and how to address those needs as the child moves forward in their education
- If a child has social, emotional and/or mental health difficulties, a variety of support programmes are offered. Nurture groups are available to support children emotionally and socially and 'pupil voice' reviews take place termly to gauge the child's response to the intervention which can then be reported to parents. Anthea Grice (HLTA) the Mental Health First Aider and the SENDCo (Mental Health Advocate) are both trained to advise and support children and develop their emotional resiliency. Simon Birch (Behaviour Specialist) offers tailored programmes to those children who need extra support to manage their emotions and feelings. Place2Be Mental Health Practitioner Ann Paine works in school every Tuesday and works using a therapeutic play based approach to support children 1:1.

4. How will the curriculum be matched to my child/young person's needs?

Class Teachers ensure that each child's needs are met through high quality teaching. Carefully planned assessments identify the strengths and weaknesses of each child allowing them to plan learning according to the specific needs of all groups of children.

We are an inclusive school and set high expectations for the children. To enable all children to achieve to the best of their ability we use a variety of strategies including:

- Use of highly trained support staff, under the direction of the class teacher and the SENDCo, who can adapt planning to support the needs of the child where necessary.
- A mastery approach to the curriculum is used to ensure that learning is matched to the child's needs/ability.
- A range of teaching strategies and experiences.
- Use of Kagan structures to promote co-operative engagement of pupils in their learning.
- Calm, organised and well-resourced working environment.
- A positive, nurturing ethos to develop a child's self-esteem and meet their emotional needs.
- Use of One Page Profiles and Personal Provision Maps for children with SEND to enable each member of staff working with that child to understand their needs and strategies, which help that child overcome their barriers to learning.
- Use of IT resources to enhance learning.
- Use of pupil voice to encourage children to reflect on their achievements and identify where they feel they need more support.
- Specific resources and strategies, which can be used to support your child individually and in groups.
- Children are encouraged to use a growth mindset approach in all aspects of their school life.

5. How will school staff support my child/young person?

Well Green is an inclusive school. To ensure that the needs of children with SEND are provided for effectively and sensitively we believe that it is vital that all staff and governors are fully informed of the implications of the Code of Practice 2015.

The SENDCo oversees the overall provision of SEND by:

- regularly updating the governors about provision for children with SEND and any changes that have taken place,
- liaising and meeting with the SEND governor, Mr. Dave Sutcliffe ensuring that he is fully informed of SEND processes and policies,
- leading staff meetings and providing training to ensure staff are up to date with all best practices and resources,
- liaising with and advising Teachers who provide Quality First Teaching (QTF) for all the children in their class. Children have access to specific resources to support learning in each class such as; pencil grips, coloured overlays, buff paper and exercise books, and prompt cards. The class teacher works closely with the SENDCo to plan the individual or small group support/intervention that the child receives,
- Identifying training needs and organising for staff to attend training courses to ensure that there is a member of staff with expertise in each of the areas of SEND,
- arranging assessments by outside agencies/ professionals eg. Speech and Language, Educational Psychology, Occupational and Physio therapy, TCAS and TASC,
- meeting regularly with parents and arranging multi-agency meetings to review need and provision, working with teachers to create Personal Provision Maps (PPMS) which will detail; what provision the child is receiving, how often and by whom. These are reviewed termly and their impact is assessed by the relevant professionals working with your child, All PPMS have SMART targets which the child is working towards in that term,
- the school website has information on SEND and advice about how to support your children at home,
- attending current high quality training provided by reputable sources including the LA,
- maintaining excellent practice by accessing C.P.D.
- special access arrangements are made, if needed, for internal and external tests.

6. How is the decision made about what type and how much support my child/young person will receive?

The class teacher alongside the SENDCo will discuss the child's individual needs and what support would be appropriate. Different children will require different levels of support in order to close the gap to achieve age related expectations. This will be determined through on-going discussions with parents and pupils.

The **Assess, Plan, Do, Review Cycle (APDR)** is used when support/interventions are put in place.

Assess

If a child has been identified as needing SEN support then the class teacher, working with the SENDCo, will carry out a clear assessment of the child's needs. This detailed analysis will include the teacher's assessment and experience of the child, using their previous progress and attainment in comparison to their peers and where available national data, the views and experience of parents, the child's own views and, if relevant, advice from external support services.

Plan

After assessment, the decision will be made about what additional provision is required over and above Quality First Teaching. Outcomes and support will be agreed with parent and (if appropriate) the child, and any teaching strategies or approaches that are required will be detailed. This will be recorded on the class and the child's individual provision map.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the teacher still retains responsibility for the pupil and will work closely with teaching assistants or SENDCo if involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

We review the effectiveness of provision through monitoring and assessing progress made by the child and collecting both formal and informal feedback from the teacher, parent and child.

Decision to go on the SEND register

If a child's need cannot be met through quality first teaching then a decision will be made with parents/carers, class teacher and SENDCO for a child to be placed on the SEND register. This means that they will have more thoroughly documented cycles of APDR through the Personal Provision Map (PPM) system. At this point, we may involve other professionals as and when needed.

Resourcing

The Head Teacher decides on the deployment of resources for SEND, in consultation with the school governors and the SENDCo by determining the needs across the school and the budget allocated to SEND provision. The school budget, received from Trafford LA, includes money for supporting children with SEND.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

At Well Green we endeavour to provide all children with the opportunity to take part in activities outside the classroom

- every child has the opportunity where possible to access trips including a Year 6 residential visit
- provision is adapted or modified to meet the needs of the child
- if necessary, extra support is provided to assist children with SEN and/or disabilities so that they can attend school trips; this may include inviting the parent to attend, taking additional staff, ensuring the venue is suitable etc
- risk assessments will be undertaken to identify any risks or hazards and how these can be managed to meet the needs of the child

8. What support will there be for my child/young person's overall wellbeing?

- We recognise that some children have additional emotional and social needs. These additional needs can manifest themselves in a number of ways including behavioural difficulties, or the child becoming withdrawn and uncommunicative. The Class Teacher has overall responsibility for the emotional and pastoral care of each child in their class.
- All classes follow a structured PSHE (Personal, Social, Health Education) curriculum to support this development. For children who have social or emotional difficulties we offer additional support.
- A teaching assistant is available to help children either individually or as part of a small group. Lunchtime and playtime support is also available.
- Key Stage 1 and Key Stage 2 nurture groups take place each week with a Higher Level Teaching Assistant (HLTA)
- We work closely with outside agencies such as: SENAS, CAMHS, Simon Birch (Behaviour Consultant), and Longford Park Outreach Service when required.
- The SENDCo and HLTA provide 1:1 tailored Social and Emotional intervention sessions for children when the teacher and the parent feel they need some extra support.

- The SENDCo, HLTA and TAs provide structured social activities through a lego therapy sessions and a social and communication group.
- Well Green Primary offers a whole range of sports activities (both in PE lessons and after school) to support positive mental health and actively encourages all pupils to adopt a healthy lifestyle. Our twitter account posts many personal challenges or events for the children to participate in.
- The school uses 'Circle of Friends' to overcome friendship issues.
- Emotion Coaching is a strategy being used to support children to self-regulate and manage their stress responses.
- Simon Birch (Behaviour Specialist) offers a range of interventions to support wellbeing including yoga and drama.
- HLTA is trained in Art Therapy.
- School have a Place2Be therapist every Friday who works on blocks of therapy with children on a 1:1 basis. They usually have a caseload of 4 children at any one time.
- School have a member Senior leadership who is the designated senior lead for mental health in school. This is the deputy head teacher – Miss Shaw.
- Our HLTA (Mrs Grice) is a Mental Health First Aider and has received training.

9. What specialist services and expertise are available at or accessed by the school?

School provision:

- Teaching Assistants and HLTAs work with either individual children or small groups. We currently have a full time teaching assistant in both our Nursery and Reception classes, one full time and 2 part time teaching assistants in KS1 (these are class TAs and also TAs who fulfil support for children with EHCPs) and 3 full time teaching assistants in KS2 (these are class TAs and also TAs who fulfil support for children with EHCPs)
- IT support available including Clicker 6 (TAs have had recent refresher training for this –Jan 2024), Dynamo Maths and Nessy.
- Teaching Assistants support children with emotional and social development.
- Specialist 1:1 and group teaching from SENDCo.
- Precision Teaching delivered by teaching assistants
- Recommended programmes of support as recommended by The Sutton Trust and EEF.

Expertise/Provision that can be accessed by school includes:

- Special Educational Needs Advisory Service (SENAS)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Trafford SENDIASS (formerly Trafford Parent Partnership)
- Speech and Language Therapy (SALT)

- School Nurse, Health Visitor, Paediatricians
- Social Services
- Occupational and Physio Therapy
- Healthy Young Minds (Children and Adolescent Mental Health Services)
- Longford Park Outreach Service
- Physiotherapists
- Trafford Young Carers
- Trafford Sensory Support Service
- TCAS – ADHD referrals (these must be as part of a graduated approach)
- TASC – ASC referrals (these must be part of a graduated approach)

10. What training have the staff supporting children/young people with SEND had?

- The SENDCo's job is to support the class teacher in planning for children with SEND. The SENDCo was awarded a Post Graduate Certificate in Special Educational Needs Co-ordination from Manchester Metropolitan University (MMU) in 2016.
- The SENDCo liaises regularly with other SENDCos in Trafford and attends the Trafford SENDCo Forums.
- The SENDCo has received Panel training and has worked on the Trafford EHCP TAP Panel.
- The SEND Governor (Dave Sutcliffe) have both completed the Level 1 PDNET training (A network for those supporting learners with a physical disability).
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as supporting children with ADHD and speech and language difficulties and the use of precision teaching. All staff have had training in the use of the graduated approach to support children with 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. Dyscalculia.
- HLTA has undertaken ELKLAN training (an award in Knowledge and Practice to support the Communication Skills of 5-11s).
- HLTA is a Mental Health First Aider.
- SENCO is a fully trained Incredible Years parenting course leader
- TA has a specialism in Dyslexia support.
- ALL TAs FROM Reception to Year 6 have received Clicker 6 training.
- HLTA has received training in Maths diagnostics.
- SENDCO has been trained in Identiplay (an intervention for children with ASD or social communication difficulties).
- The SENDCo has received training on Autism, ADHD, Depression, Self harm, Gross/Fine Motor Skills, Developing Attention and Listening Skills, Advanced Mental Health and Early Trauma.
- HLTA has received training for Art Therapy- Drawing and Talking.
- All of the staff have received training in Attachment Difficulties through the Trafford Educational Psychology Service.
- Deputy Head has completed training to become a Senior Mental Health Lead.
- Key staff have received Trauma and Attachment training – all staff to received a refresher in Feb 2024.
- Teachers have received SMART outcomes training from the SENDCO.

- The Headteacher, Deputy Head Teacher, SENDCo and HLTA have received training in Emotion Coaching.
- All staff receive annual safeguarding training.
- All support staff have received lego therapy training from SALT to support those children with social and/or communication difficulties.
- SENDCo utilises the expertise of individual Teaching Assistants to target support for individual children.
- Early years staff have received WELLCOMM training.
- SENDCO has received training for WELLCOMM Primary.
- All staff have received training in Growth Mindset Approaches.

We are committed to training so staff attend courses throughout the year and if a need is found, we try and training the necessary staff around that need.

11. How accessible is the school environment?

- The school is fully compliant with the Equality Act requirements.
- The school is very well maintained, providing an environment to enhance learning of all children (e.g. carpets to reduce reverberations and improve the acoustics). Staff from the Trafford Sensory Impairment Support Service (TSISS) give advice on any adaptations needed to ensure those children with a physical and/or sensory need have full access around the school.
- Many rooms and all corridors have LED lights, providing a good standard of lumens.
- The school has easy access with double doors and a ramp. There is ramp access from both KS1 classrooms to the playground.
- All KS2 classrooms have wheelchair accessible ramps leading from the external door to the playground.
- Access to the Reception class at the front of school has a dropped kerb at the pedestrian gate.
- Any child wanting to access OK, our current before and after school provider, will need to speak with the proprietor prior to discuss arrangements for your child.
- Many extra curricular clubs are fully accessible to all children, depending of age and availability.
- There is one disabled toilet and a toilet which has easier access for children with physical disabilities in KS1. A grab rail has been fitted in one of the Nursery toilets.
- The girls' KS2 toilet has a cubicle with handrail and door which opens outwards to aid access.
- A range of equipment is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- The school works closely with SENAS who offer advice on reasonable adjustments, works alongside parents and staff to ensure that the school environment can meet the needs of children with specific physical difficulties and assists with the

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provision of specialist equipment.

- There is a study room, a small Rainbow room and library which can be used as quiet areas for those children with hearing needs or anxiety issues or for children who just need a quiet space to work.
- The Head teacher and SENDCO also create emergency evacuation plans (PEEPS) for more vulnerable pupils with a designated route for them to exit the building.

12. How are parents and young people themselves involved in the school?

- Parents are invited to attend parents' evenings every term.
- Regular use of questionnaires to parents allow us to gather a range of information.
- Reading/phonics meetings are held with Reception parents to explain our approach.
- Induction meetings for Nursery and Reception parents to meet staff (including SENDCo).
- All pupils have a home/school reading record for staff and parents to comment in.
- There are several school productions for parents to attend throughout the year including harvest, Christmas and Eid.
- A School Council consisting of children from different year groups meet with Miss Shaw (the Deputy Head Teacher) to look at raising money for charities, purchasing playtime equipment or responding to suggestions posted in the designated box.
- PSHE and Circle Time provide children with a voice in school.
- After school clubs are run by different members of staff at different times during the day and year.
- Regular letters and newsletters and are sent out/emailed to parents and children.
- The website details ways of getting involved in the wider school community and directs parents to agencies offering support to parents of children with SEND.
- We have an open door policy for parents which allows for them to pass on information to teachers as required.
- All parents of SEND children have the SENDCo's email so concerns can be addressed directly.
- Person centred reviews are held annually for those children who have an EHCP or more regularly if needed.
- One page profiles involve children and parents in identifying their strengths and areas for development.
- Pupil Provision Maps are written and shared with parents/carers for those children on the SEN register.
- We actively seek pupils' viewpoints through a questionnaire and pupil voice interviews.
- Parents are invited to review the SEND information report and put forward suggestions for improvements.
- Weekly newsletters are sent out to parents from Nursery to Year 3 to explain homework and weekly learning.
- At the start of the year parents are provided with the Curriculum Expectations for each year group.
- Every half term the teachers provide a curriculum overview for their class.
- The website displays pupils' work and achievements are celebrated.
- Parents are invited to contribute to meetings with outside professionals relating to a child's SEND need.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

- When needed, outside agencies will be contacted to provide advice and assessments.
- Parental consent is sought to involve outside agencies such as the Speech and Language Therapy Service. Meetings will take place between the SENDCo, agencies and parents so that everyone involved is in agreement.
- Links to some outside agencies are detailed on the website.

14. Who can I contact for further information?

- If a parent would like to discuss a concern about their child then their first point of contact is their child's class teacher.
- The Special Educational Needs Co-ordinator is called Mrs Berry and is available all Monday and Tuesday. If you require further information please call the school to make an appointment or email hberry@wellgreenprimary.co.uk
- The Head Teacher, Mrs Markham, is available when required.
- The SEND Governor, Dave Sutcliffe, is also available for further information and can be contacted through school or via his email address (sutty@sky.com).
- Parents who wish to complain about provision are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue cannot be resolved at this level the parent would be directed to the schools complaints procedure
- If you wish to look at the school's SEND policy it is available on the school's website.

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

If your child is joining us from another school:

- The SENDCo will speak to the previous school if needed, the school may provide reports including those from professionals who are or have been involved. Parents are asked to provide as much information as they can about their child's educational/health history to aid transition.
- Mrs Markham will meet with parents to provide advice, discuss the child and listen to the views of the parents.
- We would contact existing agencies already involved with your child.
- The SENDCo will collate as much information as possible to ensure a smooth transition into the school.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for the child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about the child are passed on as soon as possible.
- Taster sessions would be encouraged and organised to allow for a seamless transition.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in a planning meeting will take place with the new teacher. One Page Profiles and previous Pupil Provision Maps will be shared with the new teacher.
- The class will get to meet their new teacher before the term starts on 'moving up day'.
- Extra visits are provided for those children who are especially anxious about the move so they can familiarise themselves with the layout of the class and see where they access resources.
- Staff use INSET time to discuss the new class and share important information.
- In Year 6:
 - The SENDCo will discuss the specific needs of each child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which the parent will be invited will take place with the SENDCo from the new school.
 - The child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
 - The Year 6 teacher dedicates lessons preparing the children for transition to secondary school.
 - Where possible, the child will visit their new school on several occasions, and in some cases staff from the new school will visit the child at Well Green.

16. What other support is available?

Parents can access independent advice about SEND from the Trafford SENDIASS (Trafford SEND Information and Advice Support Service) <https://sendiass.trafford.gov.uk>. They will be able to explain the SEND Code of Practice to you, help with applications, letters or forms to access support, attend meetings with you, put you in touch with relevant organisations or parent support groups and support you through transitions. They can be contacted by email sendiass@trafford.gov.uk or by phone on 0161 912 3150

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory www.trafford.gov.uk/servicedirectory or by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: @traffordfis

Facebook: www.facebook.com/traffordfis