



**Special Educational Needs and Disabilities (SEND)
Information Report**

**WILLOW GROVE PRIMARY SCHOOL
SEND INFORMATION REPORT**

ADOPTION AND AMENDMENTS TO SEND INFORMATION REPORT

Written March 2024

Section	Governors' Meeting or Committee
Whole document	KET Steering Group – 25 th April 2024
Whole document	LGB/Steering group – 2 nd December 2024
Next review: 2025/2026	

WILLOW GROVE PRIMARY SCHOOL SEND INFORMATION REPORT

Willow Grove provides a safe, secure and nurturing environment enabling all pupils to thrive both academically and personally. Willow Grove is an inclusive school. We promote equal opportunities for all pupils. Our learning environment is based on mutual respect, individuality is celebrated and valued. We actively promote pupils' self-esteem and emotional well-being.

All pupils have access to a broad and balanced curriculum which is adapted to meet individual needs. Every teacher is responsible for ensuring the learning environment and teaching meets the needs of each pupil, enabling all pupils to reach their full potential.

At Willow Grove we believe our parents and carers play a vital role in their child's education. We actively seek strong, collaborative home-school relationships to achieve the very best possible outcomes for our pupils.

At Willow Grove we aim to:

- Have the highest aspirations for all pupils, including those with Special Educational Needs and Disabilities (SEND).
- Identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible and ensure their needs are met.
- Work in partnership with parents and carers.
- (Where appropriate) involve pupils in planning and decision making that affects them.
- Work closely with external agencies to meet the needs of individual pupils.
- Provide excellent transitional arrangements within school and between schools.
- Ensure all staff have access to training and advice to support quality teaching and learning which meets the needs of all pupils.
- Enable all pupils to take a full and active part in school life including enrichment opportunities.
- Work with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for SEND.
- Work within the guidance provided in the SEND Code of Practice 2014.

What kinds of Special Educational Needs (SEND) are provided for at Willow Grove School?

At Willow Grove we offer provision and support for pupils with difficulties in the following areas:

- **Cognition and Learning**

Willow Grove Primary School is part of Kingsbridge Educational Trust, a charitable company limited by guarantee and registered in England and Wales with company number 09144847. The registered office is at Oakgrove School, Venturer Gate, Middleton, Milton Keynes, MK10 9JQ

WILLOW GROVE PRIMARY SCHOOL SEND INFORMATION REPORT

- Communication and Interaction
- Social, Emotional and Mental Health needs
- Physical and / or Sensory needs

What should I do if I think my child may have Special Educational Needs?

If parents/carers have any concerns about their child's development, the class teacher is the initial point of contact. In addition, Mrs. Gillespie, (SENDCo) can also be contacted via the school office. We actively encourage parents/carers to discuss any concerns they have.

How does Willow Grove identify pupils with SEND?

Teachers carry out regular assessments for each child. Pupil progress meetings are held each term with class teachers and the Senior leadership Team; any children who are making less than expected progress are swiftly identified, this can be characterised by progress which;

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

At Willow Grove Primary School, we have rigorous monitoring systems in place to ensure SEND is promptly identified. We use appropriate screening and assessment tools to support this process, including;

- Teacher and SENDCo observations and assessments.
- Standardised screening and assessment tools.
- Screening /diagnostic tests.
- Reports or observations, including those from home visits and 'stay and play' sessions for children entering Reception.
- Records from previous schools and nurseries.
- Information from parents/carers.
- Reception baseline assessments.

We actively work with parents/carers when identifying whether a pupil has Special Educational Needs.

WILLOW GROVE PRIMARY SCHOOL SEND INFORMATION REPORT

What is Willow Grove's approach to teaching pupils with special educational needs?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Often, needs can be met in the classroom through reasonable adjustments and Quality First Teaching.

Quality First Teaching is in place to ensure all pupils are able to access the curriculum. Teachers are skilled at developing their teaching to meet the diverse needs of the pupils in their class. The SENDCo oversees and guides this process. Teachers use a range of strategies to support pupils with accessing the curriculum, including:

- Adapted activities
- Targeted support from the teacher or teaching assistant
- Flexible grouping of children to maximise learning e.g. peer support
- Writing frames and scaffolds
- Individual word banks or dyslexia friendly dictionaries
- Colourful semantics
- Coloured overlays and reading rulers
- Alternative recording methods such as; iPads or laptops
- Additional structure such as individual visual timetables and Now and Next boards
- Additional movement breaks
- Fiddle toys, ear defenders and wobble cushions
- Memory aids including checklists
- Individual workstations to minimise distraction

The support our pupils receive within Quality First Teaching is considered individually to ensure we meet the needs of all pupils. The list above details examples of the support provided but this is not an exclusive list.

What adaptations are made to the curriculum and learning environment for pupils with SEND?

We make the following adaptations to ensure all pupils needs are met;

- Differentiating our curriculum to ensure learning is pitched at an appropriate level.
- Adapting teaching methods to meet individual need including; providing additional processing times, pre-teaching of key vocabulary and concepts.

WILLOW GROVE PRIMARY SCHOOL SEND INFORMATION REPORT

- Adapting the learning environment, ensuring children have access to a learning environment which minimises distractions and meets sensory needs.

How does Willow Grove monitor the progress made by pupils with SEND?

We follow a graduated approach and the four-part cycle of assess, plan, do, review (as outlined in the Special Educational Needs and Disability Code of Practice, 2014 (SEND COP, 2014 6'44 -6.56). The graduated response focuses on Quality First Teaching, targeted and then personalised support. The process of meeting special educational needs is one of a continuous and systematic cycle.

Assess –We work with all stakeholders to identify the child's strengths and areas of need.

Plan- The outcomes and support are detailed within an Individual Education Plan (IEP). This is centred around the needs of the learner. The IEP is shared with the parents/carers and the pupil (if appropriate). A review date is specified at this point.

Do- We implement the IEP, this may be within everyday teaching sessions or within discrete sessions. Parents are also encouraged to support their child with these targets at home. Examples of work and annotations are kept to demonstrate the progress the child is making towards meeting their IEP targets.

Review- A final assessment is carried out to ascertain the amount of progress the child has made since the baseline assessment. Parents/carers are then invited into school with the pupil (if appropriate) and the child's progress is discussed in relation to their IEP. The cycle then begins again.

How does Willow Grove enable pupils with SEND to engage in wider school events and activities?

School activities and trips are available to all children. Children with SEND have full access to enrichment opportunities alongside their peers. Where necessary, reasonable adjustments will be made, this will happen in collaboration with the pupils' parent/carer and any relevant professionals.

Individual risk assessments are completed as required. If the pupil requires a very high level of support to engage in the trip or activity, the parent/carer may be asked to accompany their child where this is appropriate.

WILLOW GROVE PRIMARY SCHOOL SEND INFORMATION REPORT

What support is available to improve emotional, mental and social development of pupils with SEND?

The well-being of our pupils is at the forefront of our ethos. Teachers closely monitor the wellbeing of their class, any concerns are shared with the Senior Leadership Team. Appropriate support and adaptations are planned accordingly; this may include;

- Lego Therapy
- Zones of Regulation
- Additional movement breaks/ sensory circuits
- Alternative lunchtime provision
- Social skills sessions
- Social stories/ comic strip conversations

What training is available to staff in relation to SEND?

Mrs Sian Gillespie successfully completed the National Award for SEND Coordination in 2015.

As a school, we constantly strive to improve the quality of teaching and learning for all children, including those with SEND. Staff training is well-planned and focuses on Quality First Teaching. Our teachers are members of the Chartered College of Teaching which provides high-quality training opportunities.

Teachers and support staff also attend bespoke training which is specific to the needs of our children. Our approach to training is reviewed regularly to ensure it has maximum impact.

How does Willow Grove evaluate the effectiveness of its SEND provision?

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

- Closely monitoring pupils' individual progress towards their IEP targets.
- Reviewing the impact of interventions.
- Ongoing monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans.
- Actively seeking the views of our pupils with SEND and their parents/carers.

How are parents/cares of children with SEND involved in their child's education?

WILLOW GROVE PRIMARY SCHOOL SEND INFORMATION REPORT

At Willow Grove we have an open-door policy and encourage parents to talk to us about how their child is progressing. Our SENDCo, Mrs Sian Gillespie is easily contactable via the school office telephone or email.

In addition to this we also provide;

- Parent training based on specific curriculum areas
- Parent training based on different aspects of SEND
- SEND coffee mornings
- IEP meetings, these take place three times a year
- Pupils with an Education Health and Care Plan will also have an annual review
- Parent consultations, these occur twice a year
- Annual written reports are sent home in the final half term of the school year.

How are pupils with SEND involved in their education?

Where appropriate, Individual Education Plans (IEPs) are shared with pupils so they are aware of the targets they are working towards. Pupil's views are sought regularly through pupil discussions and informal conversations, this enables us to gain the pupils perspective of Willow Grove and make amendments where needed.

How does Willow Grove work with outside professionals to support pupils with SEND?

At times it may be necessary for the school to involve an external specialist in order to achieve the best outcomes for a child. This support is accessed by completing a referral form, the school works alongside parents/carers to complete this process.

We can seek support from a range of professionals including;

- Educational Psychologists
- Autism Advisory Teachers
- Early Years Advisory Service
- Occupational Therapist
- Physiotherapy
- Speech and Language Therapist
- School nurse
- Outreach support
- CHUMS (Child Bereavement, Trauma & Emotional Wellbeing Service)

WILLOW GROVE PRIMARY SCHOOL SEND INFORMATION REPORT

- CAMHS (Child & Adolescent Mental Health Service)

If a pupil is making limited or no progress over a sustained period of time, despite receiving a high level of support, it may be necessary for the school to make a request to Bedford Borough Council for an Education, Health and Care (EHC) needs assessment. An EHC plan is a legal document which outlines the support that must be in place for a child. The SENDCo will always discuss the EHC process with parents first and only proceed with their permission. The EHC process takes approximately 20 weeks.

Accessibility

We recognise the need to make the school building accessible to all pupils including those with physical needs.

- There are lifts ensuring everyone can access the second floor.
- There are accessible toilets on site.
- Accessible parking spaces are available on site.

Reasonable adjustments would be made to support any children with physical needs in our care; this would come from our SEND budget.

How do you support transition for pupils with SEND?

We recognise that transitions can be a difficult process for all pupils but especially for those with SEND. We work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

What are your arrangements when children start Willow Grove in Reception?

We make visits to feeder settings during the summer term, prior to the new intake starting school. This provides the opportunity to meet our new pupils and ensure we gather all necessary information.

In addition to this, our Reception staff meet our new intake and their parent/carers on a 1:1.

Where a child is already identified as having SEND, additional visits will be planned and appropriate support will be put in place.

WILLOW GROVE PRIMARY SCHOOL SEND INFORMATION REPORT

What happens when children move on to the next year group?

Transition meetings and opportunities for children to meet their new teacher happen each year. Staff work very closely to ensure all information is shared. The SENDCo oversees and supports with this process.

What happens if my child moves to a different school?

We will contact the school SENDCo and ensure all information is shared, we will discuss any special arrangements or support that will need to be put in place to support the transition process.

How are the school's resources allocated and matched to children's Special Educational Needs?

Willow Grove has a SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of our children.

This money can be used for:

- Providing specialist equipment to support a specific need
- Additional intervention programmes to help a child learn and make progress
- Allocating time with a teacher or TA to support the child individually or as part of a group
- Providing additional resources to support learning

Complaints from parents of children with SEND about the provision made at the school.

The class teacher is the first point of contact to share information or raise concerns. You can also contact the school office to arrange a meeting with Mrs Gillespie. We take parental concerns very seriously. If you have a complaint, please come and talk to us. If you are still not satisfied, please consult the school Complaints Policy for how to proceed.

Useful links

<https://sendguide.bedford.gov.uk/> (Local offer)

http://www.bedford.gov.uk/education_and_learning/special_educational_needs_-sen.aspx

sendadvice@bedford.gov.uk SEND Advice for parents and carers

www.dfe.gov.uk