



# Wrekin View Primary School

## SEND Information Report



July 2021

## How did Wrekin View support its pupils with SEND during the recent COVID19 pandemic?

On 23<sup>rd</sup> March 2020, when the government announced that all schools would be closed as part of the lockdown procedure, Wrekin View responded immediately by delivering differentiated packs of home learning to all pupils. Much of this was delivered to families by school staff.

During the first few weeks the only children attending school were those deemed as vulnerable (including those with an EHCP) by the DFE or those whose parents were key workers. The majority of families were supported by Wrekin View remotely, with weekly phone calls to vulnerable families and a regular supply of home learning packs.

Risk assessments were completed for all pupils with EHCPs to assess their needs and the temporary arrangements required to support their needs. These risk assessments were shared with the Local Authority. Where additional support was felt necessary, this was swiftly put in place.

All pupils with an EHCP had an individual 'Plan on a page' completed by the SENDCo setting out how the school would continue to meet their needs through 'reasonable endeavours' these were also shared with the Local authority. Their support was closely monitored by the SENDCO who liaised closely with key staff and families.

Although clearly more difficult to organise, Wrekin View did still manage to support a small number of pupils with assessments, care plans and support from external professionals.

At the end of the summer term 2020 all pupils were offered a full week at school in preparation for transition to a new teacher/ year group for September. This greatly supported pupils and their families to overcome the anxiety and uncertainty of returning to school after such a long period of time at home.

In September 2020 all pupils returned to school full time with a robust recovery curriculum offer in place across the school. The social, emotional and mental health needs of all pupils were a priority for everyone, with the pastoral team ready to support where necessary.

In January 2021 Wrekin View was once again forced to close its doors to pupils due to the pandemic. The pupils of key workers and most vulnerable learners, including those with and EHCP or SEND attended school. For the remainder of pupils learning at home, school continued to maintain contact with vulnerable families whilst teachers delivered online learning sessions each day with a focus on trying to deliver a broad and balanced curriculum which mirrored the curriculum available to pupils attending school. Teachers offered daily feedback on work completed and the quality and quantity of completed work was closely monitored.

Laptops were loaned to families who had limited technology and data was given to those with limited internet access. In a very small number of cases, paper packs were provided.

On 8<sup>th</sup> March 2021 all pupils returned to full time education. From then on, where pupils were forced to isolate at home, online learning continued to be provided.

## What kinds of special educational needs and disabilities (SEND) are provided for at Wrekin View?

Wrekin View is proud to be able to provide an inclusive education for children who may have needs relating to one or more of the following:

- Cognition and learning
- Communication and interaction
- Physical and Sensory
- Social emotional and Mental Health

Wrekin View is also one of only 2 schools in Telford and Wrekin with a specialist resource unit for Communication and Interaction needs. This is called the Language Class. There is a maximum of 8 pupils from schools around Telford and **all** referrals for a place in this unit come via speech therapists. Wrekin View **does not** admit pupils to this specialist provision from within its own school population. The school and speech therapists work closely together each day to support the pupils on role in the Language Class and the provision is reviewed termly with a SEND education officer from Telford and Wrekin council.

### How are pupils identified as having SEND at Wrekin View?

At Wrekin View we are committed to the early identification and intervention of pupils who may have SEND. Preparation for those pupils who experience difficulty in their basic skills is a normal part of all lesson planning and class teachers will meet the needs of these pupils through Quality First Teaching (QFT). Work will be adjusted to support pupils who may need to revisit or consolidate earlier concepts.

Where assessments show a pupil is not working at age related expectations, or they are making less than expected progress, or if they are finding it difficult to make friends, behave appropriately, or are showing some other social and/or emotional difficulties we will use our professional judgement to ascertain if the child may have a special educational need. Termly meetings with teachers may identify that a plan of action is required. Teachers will discuss this with parents too.

Sometimes parents raise their own concerns and home-learning has increased this over the last year. All concerns are taken seriously and fully investigated to unpick the root of the concern before deciding upon a course of action.

In line with the Code of Practice (2015), Wrekin View considers pupils to have SEND when they

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

### How are pupils with SEND supported at Wrekin View?

At Wrekin View we support a wide and varied spectrum of need.

Pupils with the highest level of need are supported by an Education, Health Care Plan (EHCP) or have additional funding from the Inclusive Schools Forum (ISF). The additional funding allows for extra adult support to access the curriculum at an appropriate level, support with physical needs and, or emotional well-being. We expect all pupils at this level to be fully included in every aspect of school

life and staff ensure that the specific needs of the pupils are met. In July 2021 there were 20 pupils in the group (4% of the school population)

The majority of pupils with SEND are identified as needing school support. This means that their needs can reasonably be met in school in one or more ways, including:

- Work adapted to their needs
- Adapted resources eg. size of print, colour of paper
- Visual timetables
- Small group support from the class teacher or Learning Support Practitioner (LSP)
- Additional intervention, either individual or as a small group, from an LSP.
- The use of a piece of equipment to aid learning.
- Support from the Pastoral Team for emotional well-being.
- 1:1 or small group sessions with the Learning Mentor.
- Sports coach intervention for social skills.

In July 2021 this was 76 pupils (17% of the school population).

Wrekin View has a specialist provision base for needs relating to cognition and learning, called Basecamp. All pupils accessing Basecamp have identified high levels of need.

All pupils have equal access to the curriculum, after school activities and off-site visits, regardless of additional need.

### How are young people and their families involved in the SEND process?

Class teachers are the daily point of contact for all families and quickly build relationships with them. Parents and class teachers share information in person, via the school DOJO APP or via a telephone conversation. This can often be the starting point for conversations on both sides. In the last year parents' meetings have been less regular in person but communication has been greater online.

For all pupils, identified as having SEND, termly provision maps are written by class teachers, including pupil views where possible. These are shared with parents who then have the opportunity to discuss them further with the class teacher.

For pupils who are supported by an EHCP or via ISF, these are reviewed annually with both parents and pupil views being collated. In 2020-21 all annual reviews were conducted virtually where possible.

Many families have been supported by school to access external professionals for support and / or assessment purposes.

### How are pupils supported with transition?

Transition can occur at many points within a pupil's school life. These include:

- Starting at Wrekin View.

The majority of our pupils start school either in Nursery or in Reception. Where possible staff conduct either a home visit or initial school visit to meet the family and the child and begin to understand what interests the child. At this point staff identify any known needs that may require

adaptations to be put in place for the child to access school successfully. External professionals working with the family may also be identified to ensure that the child is well-supported at this important time. Staff will also share information and expectations of school.

Where pupils transition into Wrekin View from another setting, the SENDCo or team member will usually contact the previous setting to collate information, plans for provision etc. A visit to the school to meet the SENDCo is encouraged ahead of starting school, where this is possible.

- Moving between year groups

This can be a very anxious time for pupils. We are keen to prepare pupils for this transition as much as possible with a transition morning and transition passport for all pupils, regardless of need. In 2021 transition morning was sadly unable to happen due to the pandemic and a number of classes were forced to self-isolate at the end of term meaning that staff had a lot less time to prepare for new class transition work. All teachers prepared a short video for their new classes to watch and transition booklets with pictures of entrances, new classrooms and class teachers were completed for all pupils. Where possible pupils with high needs met key supporting adults, ready for September.

- Leaving Wrekin View

The majority of pupils leave Wrekin View at the end of Year 6, moving to schools within the Learning Community Trust. All Year 6 pupils are normally offered transition days at their new school but COVID19 hampered this in both 2020 and 2021. In July 2021, to prepare for the move to secondary Year 6 classes were re-organised, for the final month, according to secondary school place to enable pupils going to the same school to get to know each other better. Teachers from some secondary schools came to visit our pupils and some pupils with SEND had specially arranged visits to their secondary schools both with family and as a cohort.

Some pupils do move away from Wrekin View before the end of Year 6 and when this happens, we aim to communicate before, or shortly after moving with the SENCo of the new setting to discuss any needs relating to SEND. All documentation is shared with the new setting to enable the transition to be as smooth as possible.

### [What facilities and training do staff have in relation to the needs of pupils at Wrekin View?](#)

All staff have clear job descriptions which detail the required qualifications for each post in school. All teachers are teachers of SEND and are equipped with the skills to support children with a range of needs within the class.

The SENDCo is Mrs Joanne Preston and she holds a Postgraduate Certificate in 'Vulnerable Learners and Inclusion' as well as the National Qualification for Special Educational Needs Co-ordinators.

In the school year to July 2021, teachers completed a series of Dyslexia workshops with an external professional, including the areas of sequencing, working memory and speed of processing. All staff have used 'Calm Brain' in their classrooms to support social, emotional and

mental health as well as the school having a mental health first aider and 2 ELSA trained members of staff. In addition, a second member of staff began the National Qualification for Special Educational Needs Co-ordinators course, with completion due July 2022.

Training specific to individual pupils was delivered to relevant staff, relating to medical needs as well as the school having significant input from the VI Team and Guide Dogs. In addition, the school worked with a wide range of professionals including Speech therapists, Educational Psychology, Learning Support teachers, Sensory Inclusion Services and Behaviour Support.

The school environment has been significantly improved over the last year to accommodate pupils with a visual impairment, both inside and out. In addition, the school has sloped access to all areas of the school, 2 disabled toilet areas and is fully accessible to all pupils, parents and staff, regardless of need.

### How is the effectiveness of the SEND provision evaluated?

This is done in a number of ways:

- Monitoring of pupil's progress term on term.
- Teachers, parents and SENDCo meetings to discuss progress of pupils.
- Reviewed and new provision maps showing that pupils are meeting targets.
- A management structure that supports a constant review of policy and practice and holds the SENDCo to account.
- All pupils have equal access to all activities within and beyond the school day.
- Pupils close the gaps in learning and move off the SEND register.
- Peer evaluation and support from other SENDCos from within the Learning Community Trust.

### What can you do if you wish to make a complaint about the SEND provision?

Most issues can be resolved by speaking to class teachers or the SENDCo, Mrs Joanne Preston. If, however, the matter is not resolved, then the school complaints procedure can be found on the school website.

Useful contacts include:

Mrs Joanne Preston, SENDCo, 01952 388088

Mrs Elizabeth Harrison, shadow SENDCo, 01952 388088

Mrs Jenny Molloy, SEND Governor, 01952 388088

Telford and Wrekin's Local Offer

You can find more about the local offer for SEND at Telford and Wrekin by following:

<https://www.telfordsend.org.uk/>