



## Westwood with Iford Primary School SEN Information report

What specialist services and expertise are available or accessed by the setting?

- Please refer to the local authorities local offer at: <https://www.wiltshirelocaloffer.org.uk> for information about the range of services available in Wiltshire
- We access the support of a range of services as and when needed such as Speech and Language Therapy Service, CAMHS (Child and Adolescent Mental Health Services), Specialist SEN Service, Educational Psychology and medical professionals such as the school nurse and community paediatrician.

What training have the staff supporting children with SEND had or are having?

- The school provides a range of CPD for staff based on the needs of staff and the needs identified by the SENCO so that there are whole school approaches to managing SEN.
- All new staff work through the Inclusion Development Programme as part of their induction. Specialist training may be sought where there are less common SEN that need to be supported by staff. Training is cascaded to all staff in order to support whole school approaches.

How does the setting know if my child might need extra help and what should I do if I think my child may have SEN?

- Our school uses the Wiltshire Graduated Response to SEN/D support. This document has been written by the local authority to help schools to identify children who may have an SEN in conjunction with other school based evidence.
- School based evidence includes a 'spider graph' which is completed with parents (and may also completed separately by staff and the pupil) Parents are encouraged to identify four areas of their child's strengths and up to four areas for development – these may be rated on a scale of 1-10 in order to benchmark and monitor progress from parents perspective. The spider graph allows the SENCO to cross reference needs and to identify patterns across the different settings of home and school. It also facilitates greater parental engagement in the process from the outset at the point of identification. It is used at subsequent meetings in order to identify progress towards targets.
- A range of other evidence is collated including assessment data, work samples, observational data which is used to determine the nature, severity and complexity of the pupil's needs. If your child has an SEN then a one page profile may be used to share important information with all of the people working with your child such as what they feel supports them with their learning. Targets will also be agreed with you as a result of the completion of the spider graph and reviewed three times per year with you. (every 12 weeks)
- If you believe that your child may have an SEN then please contact the school to arrange an appointment with the SENCO or come along to one of the SENCO 'drop- in' sessions which are held regularly where you can find out more about SEN/D. We will determine the next steps and create an action record together



## Westwood with Iford Primary School SEN Information report

How will the school prepare and support my child to join the setting and transfer to a new setting?  
(What are the transition arrangements?)

- There are a range of transition options available to pupils transitioning to a new setting with additional visits to secondary school and other activities to prepare pupils for transition times. Other shorter term transitions are dealt with on an individual basis to suit the needs of the pupil.
- The SENCO from the local secondary schools can meet with you and the SENCO in order to discuss personalised transition arrangements to secondary.
- The SENCO and foundation stage teachers are also able to meet your child in the current setting and to meet with you to arrange a transition plan for September entry into FS2 or at other points during the year for children joining the school.

What type of SEND does your setting provide support for?

- We have the resources to provide for a range of commonplace SEN's such as dyslexia, speech and language needs, social emotional and mental health issues and autism spectrum disorder.
- Our SENCO has experience of working with children with a wide range of SEN. However, we are able to access support via Wiltshire's Local Offer for a range of SEN if we do not have the expertise within school.

How will I know how well my child is doing and how will you help me to support my child's learning and development?

- At parent's evening, the class teacher will report on progress made during interventions and how this is helping your child in class.
- The SENCO and/or class teacher will also meet with you at least three times per year to review the information shared on the spider graph. You will be able to judge, based on the information you gave previously, the degree to which your child has made progress

What cultural backgrounds does the setting offer and how?

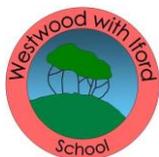
- We are a small rural village school with a range of cultural and ethnic groups represented in our cohort
- Our children come from a broad range of settings and we offer a diverse cultural experience

What type of and how many complaints did you receive last year and how were they resolved?

- The school has a formal complaints procedure should you wish to make a complaint. Please see the schools procedure via the website or the school office if you should wish to lodge a complaint.

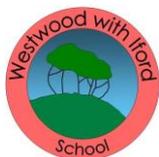
What support will there be for my child's overall wellbeing? \*

- Social Emotional and Mental Health is a new category in the SEN code of practice. This is a



## Westwood with Iford Primary School SEN Information report

<p>new category and more information is becoming available as to how to support children's emotional and mental health well-being- particularly for those children with more complex needs. We are engaging in any CPD that is offered by the LA in order to equip ourselves with the skills and resources to be able to manage children's social, emotional and mental wellbeing.</p> <ul style="list-style-type: none"><li>• As a small village school, pastoral support is available to all of the children due to the nature of the relationships of the pupils and adults across the school which is fostered through the school ethos</li></ul>
<p>What percentage of the school has SEN needs? What is the break down – e.g. school action, school action plus, statement. *</p> <p>We have a very small cohort of children which means that we are unable to report on specific numbers although we are within the national average range for the number of pupils with SEN (7%)</p> <p>How many children are in each year group? Plus how many children with statements were in each year group last year?</p> <p>Due to the size of our cohort, we are unable to report these figures in order to protect the anonymity of individuals</p>
<p>Communication – how will the school let parents / carers know about things? *</p> <ul style="list-style-type: none"><li>• We have parent drop in sessions for parents. Parents also have regular parent/teacher meetings.</li><li>• The school is currently developing a series of leaflets for parents on a range of needs and information on how the school identifies and manages SEN.</li><li>• We also have a cycle of 12 week review meetings with parents of children with SEN in order to monitor and evaluate the provision that their child has had and to agree the next action plan. This is collated onto the reverse of the child's one page profile in a child friendly format.</li></ul>
<p>How will the curriculum be matched to my child's needs?</p> <ul style="list-style-type: none"><li>• Class teachers are experienced at differentiating work appropriate to the needs of individual children, particularly as they have a great deal of experience in dealing with mixed year group classes.</li></ul>
<p>How flexible is the setting with regards to the average day?</p> <ul style="list-style-type: none"><li>• Staff are able to identify triggers that invoke anxiety and can ensure that transition times can be managed with flexibility.</li><li>• If your child has particular needs that require flexibility with timings or the curriculum you are able to discuss these with the class teacher and or SENCO</li></ul>
<p>How is the decision made about what type and how much support my child will receive?</p>



## Westwood with Iford Primary School SEN Information report

- Based on a thorough understanding of your child's needs which will be identified through: the spider graph; the Wiltshire Graduated Response document as well as work samples; observation and assessment data, the class teacher and SENCO will agree the nature of the support that is required and the frequency necessary to secure impact

How will the setting support my child?

- We will support and involve your child at each step of the process for accessing support and evaluating its impact through a regular cycle of 'plan' 'do' 'assess' and 'review'. Children are involved at each stage primarily through reviewing their 'one page profile' which states their individual needs, preferences and views.

How and who do Westwood with Iford alert if my child is not getting the support they need?

- If we feel that children are not getting the support that they need there is a process for gaining additional support based on the SEN code of practice graduated response, which the school follows, in order to access additional support for children with special educational needs

What support is there for parents/carers?

- There is advice on the Wiltshire Pathways website as to the support that parents of pupils with SEN/D can access

How are the settings resources allocated and matched to children's SEN?

- Through analysing needs, we will select the most appropriate strategies to support your child. Resources are allocated according primarily to need and then to availability of budget and human resources.

Who can I contact for further information and how?

- There are a number of organisations that parents can contact for support depending on the nature of their child's needs. A starting point for contact is the Wiltshire Parent Carer Council who are able to sign post to various organisations.

How will my child be included in activities outside of the classroom including school trips?

- We will conduct a risk assessment in order to identify the nature of support and resources that your child may need in order to enable them to participate in school trips.

How accessible is the setting environment?

- Our setting is accessible for children with physical disabilities with ramp access into school. The school is on one level facilitating access for wheel chair users.



## Westwood with Iford Primary School SEN Information report

Can my child school dinner requirements be accommodated if they have a special diet?

- School meals are cooked off site and transported to school just prior to serving. There are a variety of options for children with specific dietary requirements such as gluten and dairy free meals