



# **Worthington Primary School**

## **Special Educational Needs and Disability SEND**

### **Information for Parents and Carers**

### **Some of Your Questions Answered**



The intention of this document is to not only support you in your understanding of our offer in school for those children with Special Educational Needs and Disabilities (SEND) but also for you to see that what we all want for your child is for him or her to make the very best possible progress throughout school. We want to provide you with information in a format that is easily accessible and not full of jargon.

As a school we are supported to be as inclusive as possible by our Local Authority, Trafford and wherever possible, the needs of pupils with a SEND are met in a mainstream setting, where families want this to happen. Trafford's graduated approach for those children with SEND provides guidance on expectations of what should usually be available within schools resources. We follow that guidance within school for all our children.

Each school now has the duty to publish SEND information on their website which is reviewed annually. Please continue to provide feedback to the school regarding this information as your input will help drive forward our review process.

#### **Questions and Answers**

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#### **1. What kinds of SEND does the school provide for?**

At Worthington we cater for the individual needs of all children who qualify for mainstream education. Whatever the needs of any child, we will be proactive in ensuring that barriers are removed and the correct support is in place to provide a safe and nurturing environment in which children thrive socially, emotionally and academically.

We are experienced in working with children who have a full range of special educational need. For example:

- some children may be experiencing some form of developmental delay
- some may have the need for speech and language therapy
- some children may have a specific learning difficulty which requires other specialist support
- some children may have a disability
- some children find it more difficult to adjust to the rigours of school life, they might not mix with others easily or demonstrate difficult behaviours

Whatever the case, all children are treated equally and with respect for what they can achieve here at Worthington.

## 2. How accessible is the school environment?

Our new school building was completed in September 2020 and as such is fully compliant with all Disability Discrimination Act requirements for a public building. Included in the fabric of the building are:

- entry to school at all points is at ground level
- all but two classrooms have direct access to outside
- disabled toilets
- a wet room with shower
- acoustic panels in corridors and hall
- direct access from all classes to the outside
- most rooms in school are on one level, with two classrooms on the first floor. These two classrooms are accessible by stairs and/or platform lift. Reasonable adjustments will be made in the event of a school user being unable to access these rooms.
- height adjustable tables are present in our ICT suite and also our Food Technology room
- pedestrian access is immediately from Worthington Road

Our school is dedicated to securing equipment, resources and facilities to support children with SEND. A dedicated budget is in place to ensure that this funding is protected and used for purpose. Much of our budget is used to finance adult support for children with SEND.

If a child joining our school has a disability, then the SENDCO will meet with parents and professionals involved in their care, to consider how the environment and provision can be adapted to suit their needs, and ensure they are fully included in school life.

## 3. How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?

Many children need additional support at some time in their education. Where this support needs to continue over a sustained period of time, where the child's level of ability is well below that of the national expectation, or where the child has a specific difficulty or disability, then they will be identified as having a Special Educational Need or Disability.

If your child is already in receipt of an Education, Health and Care Plan (EHCP) at the time of your application for a place at our school, please visit the school. By working together with you, the school staff and the Local Authority, you will be able to assess the suitability of Worthington for your child.

As your child enters school we carry out a number of early assessments which will help us to know more about your child's abilities. We also might receive valuable information from their previous setting, health visitor or from you. Following any concerns raised either by yourselves or by your child's class teacher, a meeting will be

promptly arranged with you to begin to address any issues your child might be encountering. If at any time you become concerned about your child's progress, please do speak to your child's teacher.

Throughout your child's school life, we carefully assess their attainment and track their progress. Rigorous tracking allows us to identify children who may benefit from additional support.

#### **4. How is the decision made about what type and how much support my child will receive?**

All children are unique. Decisions might be different for each child and are made with consideration for the individual need at that particular time. Needs do change and so provision changes to match this.

Sometimes it is the school that will make the decision to provide additional support for a pupil in terms of intervention programmes. Parents are always informed of these and there is opportunity to talk through the work we will cover with your child.

Often we undertake additional assessments to look in more detail at where a child's strengths and difficulties lie in order to ensure that we are targeting their needs correctly. We will discuss our findings with you and consider which approach to take. When considering a referral to other services, this is always discussed with the parent and we always ask for your consent.

Children work through a support programme and as they do so we are assessing their progress and also the suitability of that particular programme. We will adapt and supplement programmes where necessary and also make changes to provision if it does not appear to be helpful to the child. We ask the child's opinion and talk to them in each session about how they can use their skills in the classroom if this is appropriate.

As with everything else we do in school we set out to plan, assess and review the progress of each child in school. If they are not making expected progress we offer a greater level of individual support.

Some children need greater and more prolonged support and as a school we want to provide what is needed. However, we might need additional support ourselves to achieve this. This is when we seek advice and support from an educational psychologist who, with your permission, meets with your child and his or her class teacher and then meets you. They assess your child and make recommendations that can be carried out within school with additional support from home.

If after lots of targeted and specific support, your child does not make progress then we consider an Education, Health and Care Plan/Statement for your child. If successful, this would potentially provide additional financial assistance to support your child's needs within school.

## 5. How will school staff support my child?

Following agreement between all parties about the steps forward, your child's class teacher will draw together all the points raised and work with the school's SEND coordinators (Mrs English or Mrs Bell) to plan for intervention that will put into place a support package. This package will be matched to the need of your child and will be given over a limited time period. Outcomes will be in place so that success can be measured. A teaching assistant might help in this process as the work with your child might require a quieter place away from the majority of the children in the class. Your role in the development of your child will also be explained as we know how effective your support to your child is; we will point you in the right direction as far as helping your child at home is concerned. If your child requires additional support this will be explained to you by your child's class teacher.

Additional support comes in many forms and might mean that at times your child works alongside children in a small group or in a one to one situation with an adult, there really is no one size fits all. We want to provide the best support possible and that will look slightly different for every child. Your child might be supported by using computers as an aid, they might benefit from one to one reading support or number recognition. Whatever the need, we aim to provide the most suitable support.

There is a cost to the school with any additional support and we are very happy to provide it. Our governing body place a high priority on SEND and have generously budgeted for a great deal of adult support in school. Our named SEND governor (Mrs L Casson) is extremely well informed of the school's SEND delivery and the general progress of those children with SEND. She, alongside all the governors have a responsibility for ensuring that the school carries out all its duties not only in a correct manner, but within a family atmosphere of which the school is rightly proud. We see children with SEND as great achievers and expect only the very best from them.

Throughout any school year we closely monitor the progress made by each and every child in school, regardless of ability. We expect children who may have SEND to make progress just like any other child. Our analysis of outcomes shows that for many years, as a group our SEND children have made at least as much progress as our children without special educational needs. This shows us that the work we undertake with our SEND children does make a difference and with the help of their families, is extremely effective.

## **6. How will the curriculum be matched to my child's needs?**

All children within the classroom receive what is known as differentiated work; it is matched to their ability. In this way, children develop at a pace suitable for their needs. This is not to say that they are held back or given 'easier' work, but that they cover work which enables them to make progress in that subject. It will also be presented in a way which makes learning more accessible so, for example, might be more visual in presentation.

All teachers are teachers of SEND and as such are skilled in providing the right level of support at the right time for your child. At all ability levels, children are encouraged to persevere and are challenged to work independently and creatively. A love of learning is essential in developing positive independent lifelong learners.

## **7. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

Every year we hold two formal evenings when we invite parents to talk to their child's teacher. However, for all parents, there are many other opportunities to hold conversations with a member of staff. We hold a 'Meet the Teacher' evening at the start of each school year and our nursery staff complete home visits before your child enters school. Throughout the year, we provide information in a variety of ways including special event evenings relating to the development of literacy or numeracy.

We openly encourage parents of any child with SEND to regularly talk with those members of staff who work closely with their child; we certainly will speak to you very often. We need your help to review the progress your child has made and if your child has an Education, Health and Care Plan/Statement of Special Educational Need, as well as the annual review, there are meetings held throughout the year between parents, school and any outside agency which might be working with your child.

These meetings concentrate on progress made against small step targets set at an earlier meeting.

Every child develops and makes progress at a different rate and very often we all want to see huge improvements within a short space of time. With your child in mind, at first you might notice a positive change in attitude towards reading at home rather than seeing a great improvement in how many new and unfamiliar words they recognise. This is something to really celebrate with your child and will only bring further improvement in the near future. Making many very small steps does eventually come together to make giant strides! All children in school are regularly assessed against their learning milestones and objectives, these are measurable and as such we can determine the progress made by your child in areas of the curriculum.

When we meet with you to discuss providing a tailored approach to your child's learning, we will work with you so that you become more aware of your child's needs and how they might be overcome. The converse may also be true in that we in school will learn much more about your child's needs from you. This highlights how important two-way communication is to the development of your child.



## 8. What support will there be for my child's overall wellbeing?

Your child's well-being is crucial to ensure that they are happy, feel secure and reach their potential in all areas of school life. Where a child has a particular need, we will provide support to meet their individual needs at that time. This might include any one of the following: support from a learning mentor, attendance in a tailored during or after school club, 1-1 support from a lunchtime organiser, etc.

All children can feel a little vulnerable from time to time and that can often be the case for those who have additional needs. Our experience has shown us that with care, patience and a focus on inclusivity, children respond extremely positively to our support. We also know when to reduce support and how to encourage a particular child without their knowing they are being singled out. When one adult works with one pupil, we ensure that the child feels included in whatever is going on in the class. We understand that if your child is not happy in school then it will be harder for them to make progress.

When a child has behavioural difficulties we focus on the positive. We often use reward cards and write individual behavioural plans to reinforce acceptable behaviour and set targets to ensure the child knows what is expected of them. Parental support and home/school communication is vital in ensuring that children get the same message and consistent support in overcoming difficulties.

If at any time you feel that your child is negatively responding to additional support we encourage you to speak immediately to your child's class teacher.

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

All the staff in school working with your child are qualified and experienced in working within a mainstream primary school setting. Our SEND coordinator works alongside our classroom-based staff to provide additional support. We have staff trained in providing specialist support for those children with dyslexia.

It is extremely common for the school to work alongside and in close harmony with professionals from outside agencies including social services, speech and language therapist, school nurse, educational psychologist, English as an Additional Language (EAL) teachers, etc.

Other professionals include: Longford Park Outreach (Behaviour outreach support), Early Years SEND, Occupational Therapist, Physiotherapist, etc.

No discussions with such outside agencies will take place until we have discussed the possibilities with you, the parent.



#### **10. What training have the staff members supporting children with SEND had?**

All staff undertake continuous professional development from external providers and through in-house training. Where appropriate, Teaching Assistants access specialist training to support specific difficulties.

We consider awareness of disability within school to be an important feature of our good practice. It is important that all of our staff and children have a good understanding and respect for the experiences of others and work as a community to support one another.

The SENDCOs regularly attends local network meetings.

All our staff are trained in how best to support all vulnerable learners in order to maximise their achievement as part of the School Improvement Plan and annual schedule of continuous professional development.

A fully trained and qualified nurse, working as a Teaching Assistant, currently supports children with disabilities.

All our staff are trained in paediatric first aid and we have three members of staff with full first aid at work certificates. The majority of staff are fully trained in the use of epipen injections. We follow our agreed administration of medicines policy for any child who requires medical attention to access the normal working school day.

All staff members receive regular level 1 single agency training in child protection and our designated child protection officer (Mr Searle) is trained to level 4 multi-agency.

One of our teachers is a fully qualified speech and language therapist with three year's full time work experience.

All teaching staff look to the wider professional support provided by for example speech and language therapy to assist them in the day-to-day provision of support.

#### **11. How do you involve other agencies in meeting the needs of children with SEND and in supporting families?**

The school prides itself in having very strong connections with all associated agencies that may have a role in supporting a child at any time. The involvement of other agencies only begins after agreement by the parent. It must be remembered that asking for additional outside agency support does not in itself guarantee that support.

In addition to all outside agency support, Trafford offers a Parent Partnership Officer (Geraldine English contact: 0161 912 3150) who will provide impartial advice for any parent who may wish it.

One of the greatest times support is offered is when your child is joining our school or about to make the move to secondary school. For all parents these times can be daunting but we try to ease uncertainties that you may have by having a carefully structured support mechanism in place to help you and your child make the next move.

## **12. How will my child be included in activities outside the classroom including school trips?**

Every child is different and has different needs. For the vast majority of children with SEND, they experience everything that a child without SEND experiences. It is always our intention as a school to offer all we can to every child.

However, for some children, full access to the curriculum is more challenging and requires modification to be meaningful. In such cases, we work with parents and outside agencies offering support to a child to provide a tailored experience for the individual.

This means that we may make reasonable adjustments to our offer. For example, each year our Year 6 children (aged 10 and 11) go away on a residential trip where they take part in outdoor and adventurous activities. Full risk assessments are carried out well in advance of the visit and for a child with individual needs, where he or she may not be able to fully access an activity, a suitable reasonable adjustment will be made, which enables the child to engage in the activity and not be made to feel isolated or excluded.

## **13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

Prior to entry to school for any child with existing SEND, we would normally expect parents to inform us of any information pertinent to their child's education and progress to date. In certain cases, they will be supported by an outside agency already working with the family. In this way, information is exchanged rapidly and greatly enhances our educational delivery for your child.

If your child has not been receiving any additional support prior to starting school our greatest tool is communication – put simply, the more we know from you, the quicker and more appropriate is our support.

Transfer to the next class is crucial so that your child is not making any backward steps in their learning. That is why each class teacher passes on invaluable information about your child to the next teacher. Communication between staff in school is an extremely strong feature of our practice. Within school we try not to make too big an issue about moving up to the next class – we see it more of a continuum rather than a break and a start again. This seems to take some of the mystery, and therefore the worry, away.

Moving on to secondary school can be a daunting time for all children (whatever their abilities) and indeed for their families, especially if it is your first or only child. We are here to help and with this in mind have a tailored support programme for all children in aiding this transition. Our local secondary schools are extremely effective at providing differentiated transition programmes which we will talk through with you nearer the time.

Of great importance is the information we can supply to your child's next school. The more detailed the information, the more relevant the new school's response to your child's learning needs. As teachers we provide information on a range of matters such as levels of attainment, progress, strengths and areas for further development. The conversation does not end there for some children as their new school will always contact us later if further information is required.

#### **14. How are the school's resources allocated and matched to children's special educational needs?**

Put simply, the greater the level of need a child has, the higher resource allocation is placed to meet their need.

At Worthington we recognise that by targeting assistance in the earliest of years, there may not be a need to allocate so many additional resources in later years. We do not want to see any child remain with special educational needs for a long period of time; far better that we target support early on and provide what is necessary to make the required progress – after all we all need an extra hand from time to time!

For some children, resource allocation comes in the form of additional staff support, for others it may be more about physical resources and equipment enabling them greater access to the curriculum. Within a limited budget, we aim to provide the most relevant and meaningful resource to bring the best from an individual child.

#### **15. How are parents and children themselves involved in the school?**

We have found that when there is a strong effective three-way communication between parents, school and child, then there is a much greater chance of strong and effective progress for any child with SEND.

When all parties are working together and engaged in meaningful dialogue, then everybody wins. Therefore, as a school, we want to encourage this communication as much as is possible. If a parent is more actively involved in helping to make decisions about a support programme, it has a much greater chance of success. The child sees that everyone is working together and knows that everyone wants the best for them. This can have an amazingly positive effect on any child.

Involving children in the decision-making process will be different for different children depending on age and experience. All children know what they like and they are clear about how they prefer to learn. We take such things into account when devising a programme of support and ensure that if working in a one to one situation, they will be happy to work with the individual member of staff.

## **16. Who can I contact for further information?**

Your child's class teacher should always be your first point of contact in school. If you are worried we will always make time to listen and promise to take your concerns seriously. We will do our very best to overcome your worries. We all want the very best for your child so please do not hesitate to tell us if you have a concern – no matter how small.

You might also want to talk to either of our SEND coordinators, Mrs. English or Mrs. Bell, please telephone 0161 973 3504.

If you are new to the school and would like to arrange a visit with the head teacher (Mr. Searle) please telephone 0161 973 3504.

In addition, for prospective parents there are a number of local support services that can be contacted if you are concerned. A good point of central contact is your child's health visitor or GP.

Trafford offers a Parent Partnership Officer (Geraldine English contact: 0161 912 3150) who will provide impartial advice for any parent who may wish it.

## **17. What other support is available?**

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/fsd](http://www.trafford.gov.uk/fsd) or by contacting the Family Information Service on 0161 912 1053.