



WILLOWBROOK MEAD

PRIMARY ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) REPORT

Willowbrook Mead Primary Academy SEND REPORT 2021

Academy Name	Willowbrook Mead Primary Academy
Age Range	3-11
Principal	Mrs Hannah Sandy-Sharpe
Special Educational Needs Coordinator (SENDCo)	Mrs Kate Bentley
Governor with responsibility for SEND	Mrs Desislava Suruk
Address	Roborough Green Thurnby Lodge Leicester LE5 2NA
Telephone number	0116 2413756
Email (admin)	office@willowbrook-tmet.uk
Local Offer Webpage Link	https://www.leicester.gov.uk/schools-and-learning/special-educational-needs-sen/

Introduction

Our Vision

BRIGHTER FUTURES, LEARNING TOGETHER

Our Aims

We make learning fun and make the most of our resources

We expect our children to achieve their best

We believe in connecting learning in an exciting way

All children's needs are met

We work in partnership with others

We believe in lifelong learning

We value and nurture the development of character

SEND

The Code of Practice 2014 states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)
- Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)
- Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc)
- Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism, dyspraxia, toileting issues, physical disability etc)

The following table identifies the types of disability and SEN and examples of the type of provision offered at Willowbrook Mead Primary Academy

Type of SEND	Type of Provision
Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)	<ul style="list-style-type: none">-Exposure to language-speaking and listening cue cards (Active listening)-Pre-teaching language-Language groups- Speech and language therapy service support for assessed individuals-Adult modelling of grammar and pronunciation-Play interaction-Use of Widgit software-Bespoke timetables-Curiosity approach learning-Dough Disco and fine motor skills-Colourful semantics
Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)	<ul style="list-style-type: none">English focus-Bench marking-Quick literacy check-Regular 1:1 reading-Encouraging reading at home-Reciprocal reading-1:1 and small group phonics-Reading recovery-Complete dyslexia/dyspraxia checklist-Differentiated spellings-BRP-Personal resources (writing slopes, dictionaries, pencil grips etc)-Dyslexia Gold intervention programme-TRUGs/ word games interventionMaths focus

	<ul style="list-style-type: none"> -Use of Numicon -Fluency Bee maths intervention -Use of Abacus maths to personalise learning -Use of physical equipment -Use of ICT - TA support within year groups -LCI involvement for assessments, advice and recommendations -Pupil passports with personalised targets
Social, Emotional and Mental Health Difficulties (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc)	<ul style="list-style-type: none"> - Set up positive behaviour plans -Boxall profile -R-time -Personalised reward charts -Running plans/ risk assessments -Support for developing character muscles -Team Teach trained staff -Play interaction -Referral to inclusion base for specific interventions- anger management, building self-esteem, BOXALL profile strands, conflict resolution etc - Breakfast club -Lunchtime plan for vulnerable children -Support from the SEMH (Social Emotional Mental Health team) when necessary -Seeing red intervention with Behaviour Mentor -Body mapping intervention
Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism, dyspraxia, toileting issues, physical disability etc)	<ul style="list-style-type: none"> - Wheelchair access and lift to the second floor of the building - Disabled toilet and changing facilities -Use of ICT- iPad to support board share and laptops - School nurse - Occupational therapy advice followed - Now/next boards -Visual timetables -ASD expressive language intervention - Advice from outside agencies- HI, VI, LAST, - Care plans where required

Willowbrook Mead Primary Academy's approach to teaching pupils with SEND:

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on a *'provision menu'*. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers, however, personalised needs are considered and targets reflect this. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENDCo and phase leaders who monitors overall progress and impact after the intervention.

- Interventions are planned in blocks
- At the end of each block, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

What expertise and training of staff do Willowbrook Primary Academy provide to support pupils with SEN?

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house or LA courses, provision of books or guidance towards useful websites.

Some of our TAs have expertise and training on other areas or specific interventions. We are working towards a model of 'experts' in different areas of SEND. All TAs work with children with SEN and disabilities.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to access additional expertise from the LA. This includes access to Educational Psychologists and Advisory Teachers.

What support services are available?

- Speech and Language Therapist (SALT)
- Educational Psychology Service (EPS)
- Learning, Communication and Interaction Team (LCI)
- Vision and Hearing support service
- Primary Social, Emotional and Mental Health Service
- School Nurse
- Single Point of Contact (SPOC) referral for medical needs
- Neighbourhood clusters
- Pastoral Support Worker
- Early Help
- ADHD solutions

Local Offer

In addition to helping you find services, the Local Offer:

- Helps you understand what schools and service providers are required to do for SEND children and young people
- Helps the parents and carers of young people with SEND find support for themselves
- Clarifies who is responsible for services for SEND children and young people
- Gives you the information you need to ensure your SEND child can thrive

Click here <https://mychoice.leicester.gov.uk>

How does Willowbrook Mead Primary Academy adapt the curriculum and the learning environment of pupils with SEND?

All of our classrooms are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

What are the admission arrangements for pupils with SEND at Willowbrook Mead Primary Academy?

All parents wishing to apply for a place at Willowbrook Mead Primary Academy should do so via Leicester City Council, the address of which is on their website. Parents have a right to express a preference for the school they want for their child. Applications are online via the Leicester City Council website. Applications must be submitted to the Council by the specified date, which is published annually.

When places are allocated to children a member of our school office will contact the family and previous school (if applicable) to determine any SEND requirements. An induction meeting is then arranged and the SENDCo notified. An additional meeting with the SENDCo may be/ is required if a child has an Educational, Health and Care Plan or high level of need to ensure provision can be provided and is in place before the child starts.

What facilities are provided to assist access to the academy?

Willowbrook Mead Primary Academy is disability friendly. The school is split over two levels with lift access across the ground floor. Corridors are wide and we have an easy access toilet. Where and when appropriate, we make changes to the environment or building that are necessary for children with physical or other sensory disabilities.

What equipment and facilities do we have to support pupils with SEND?

Willowbrook Mead Primary Academy identifies the needs of SEND pupils and will put together a provision map to highlight support, interventions and adaption to the curriculum. For pupils with outside agency support, teachers produce an individual pupil passport with the child. This is written alongside the child and outlines their personal goals/targets, celebrates their strengths and identifies what support will be in place. This will include use of equipment e.g. practical equipment, ICT equipment; targeted interventions, differentiated learning programme. All paperwork outlining specific targets and provision in place is shared with parents.

How does Willowbrook Mead Primary Academy ensure that pupils with SEN are enabled to engage in activities available with pupils in the academy who do not have SEN?

Teachers are responsible and accountable for the progress and development of all pupils in their class. Lessons are differentiated and activities set to match the needs of each child. Teachers will make reasonable adjustments to the curriculum to meet individual need. At Willowbrook Mead, we have a well-designed curriculum with strong teaching and learning.

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs.

What steps are taken to prevent pupils with SEND from being treated less favourably than other pupils?

Through our whole school performance management cycle, teaching staff are observed and the quality of teaching and learning is evaluated for all pupils.

The SENDCo regularly monitors the provision, teaching and learning opportunities for SEND pupils and data is monitored following each data point to ensure progress and attainment is in line with their non-SEND peers where possible. Findings from the above informs TA deployment and interventions.

The school promotes an inclusive behaviour policy and reward system which allows for individual achievements to be acknowledged and celebrated. Phase leaders keep a log of behaviour incidents and this is monitored regularly to ensure any persistent behaviour issues are followed up with additional support. We have a focus on developing character muscles with all staff modelling and teaching the characteristics of each one.

How does Willowbrook Mead Primary Academy consult parents of children with SEND and involve them in their child's education?

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (Autumn and Spring terms) or during informal meetings to discuss the child's progress.

A summary 'mid-year report' is given out during the Spring Term and a formal written end of year report will be sent at the end of the Summer Term. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

Parents are invited to contribute to meetings 3 times per year (following assessment periods) where they will be asked to contribute to outcomes for their child and they will review progress towards previous targets. Care plans will be reviewed annually, unless medical conditions change, under guidance from the schools '*Supporting children with medical conditions*' policy.

How does Willowbrook Mead Primary Academy consult pupils with SEND and involve them in their education?

All students have the right to be involved in making decisions and exercising choice (SEND code of practice, 2015). At all times students are engaged in their education and encouraged to develop sustainable skills and strategies that enable them to overcome the barriers to

their learning successfully. All children with personalised targets on a pupil passport, a positive behaviour plan or an EHC are fully involved in creating them. Their views are also valued and listened to in the review process.

How does Willowbrook Mead Primary Academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupil's SEN and supporting their families?

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student.

The SENDCo liaises with other SENDCos from within the Trust and as part of the LA network meetings.

How does Willowbrook Mead Primary Academy assess and review pupil's progress towards outcomes?

Once a child has been identified as needing SENS, some of the following paperwork may need to be completed. This means that the child has outcomes that are in addition to their class targets:

- Intervention group targets
- Timetabled extra provision on a provision map (PM)
- Checklists
- Assessment and tests
- School's internal monitoring paperwork
- Element 3 funding applications
- Positive Behaviour Plan (PBP)
- Care plans
- Personal Education Plan (PEP)
- Pupil passports
- School Contract for transition
- Proposal for Education, Health and Care Plan
- Running plans/Risk assessments

- Referral to an outside agency listed below:
 - Speech and Language Therapist (SALT)
 - Educational Psychology Service (EPS)
 - Learning, Communication and Interaction Team (LCI) Vision and hearing support service
 - Primary Social, Emotional and Mental Health Service
 - School Nurse
 - Single Point of Contact (SPOC) referral for medical needs
 - Neighbourhood clusters
 - Early Help

All SEN paperwork is shared with parents at least 3 times a year following assessment periods. At this time, other external reports are also given to parents.

How does Willowbrook Mead Primary Academy support pupils with SEND in the transfer between phases of education?

Transition into and within school: We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from Nursery and Reception - as smoothly as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story
- Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School: The secondary school SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

What support for improving emotional and social development does Willowbrook Mead Primary Academy offer?

All children are treated as individuals and all adults work together to meet every child's academic and pastoral support needs. This includes other professionals working within the school such as the Behaviour Mentor and our Pastoral Support Worker. Emotional literacy is a crucial part of a child's development and well-being, and all aspects of this are considered.

Behaviour is not classified as SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process. We also offer an 'Inclusion Base' which offers interventions to work on specific issues e.g. anger management, attachment difficulties etc.

If parents and school are concerned that the child may have mental health needs, we encourage the parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the school may make a referral through the Educational Psychologist or school nurse.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero- tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

What are the arrangements for supporting pupils with SEN who are looked after by the local authority?

The arrangements for supporting LAC children with SEN are the same as non-LAC pupils. They do have the addition of home school liaison books to record day-to day issues and achievements at the request of the carers. The SENDCo works closely with the LAC leader

and attends PEP and LAC meetings where required to share information on progress and well-being and forms part of the team around the child in developing next steps.

How will Willowbrook Mead Primary Academy evaluate the effectiveness of the provision made for pupils with SEN?

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENDCo who monitors overall progress after the intervention.

- Interventions are planned in blocks and have a clear entry and exit criteria.
- At the end of each block, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCo monitors interventions to identify 'what works'.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at Willowbrook Mead Primary Academy?

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. For concerns and questions about SEND pupils, parents are welcome to contact Mrs Kate Bentley (SENDCo) through the school office on 0116 2413756.