

# Water Street Primary School Special Educational Needs Information Report 2021 - 2022

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Welcome to our Special Educational Needs (SEN) Information Report.

In it, you will find information about how our school makes arrangements so that all pupils have the very best learning opportunities possible. Like all schools, we follow the National Code of Practice for SEN which is issued by law. The Code of Practice says this:

*‘The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer’.*

Code of Practice 6.79



If you would like to read our school's  
**Special Educational Needs and  
Disabilities Policy**, you can find it here:

[https://www.waterstreetschool.org.uk/sites/default/files/attachments/water\\_street\\_sen\\_policy.pdf](https://www.waterstreetschool.org.uk/sites/default/files/attachments/water_street_sen_policy.pdf)

If you would like more information about  
how North Yorkshire Local Authority  
supports pupils with Special Educational  
Needs, you can find it on the  
**North Yorkshire Local Offer:**

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>



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## 1 What kinds of SEN are provided for in your school?

Our school community works together to create a secure, stimulating and happy learning environment where **all** pupil's needs are met and challenged regardless of gender, ethnicity, ability or background so that each child can achieve their best, becoming confident individuals who make successful transition onto the next phase of their learning and ultimately into adult life. As part of this, we welcome, include and provide for children with Special Educational Needs or Disabilities including:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical

Our school also prides itself on the support it provides to other vulnerable groups of learners including children with English as an additional language, young carers, service family children and looked after children. We welcome discussion and input from families so that knowledge is shared to the benefit of the child.



**2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?**

Our Special Educational Needs Co-ordinator is Kerrie Davis and you can contact her at school on: (01756) 793026 or email:kdavis@waterstreetschool.org.uk

Our SEN policy explains how we identify pupil's who have a Special Educational Need or Disability and you can find a link to the policy on the first page of this document.

At Water Street School, our experienced staff carefully monitor and observe the pupils in their care so that they can quickly pick up on any difficulties that might arise. These could be difficulties with learning or difficulties with social or emotional skills.

If a concern arises, teaching staff gather information from the pupil themselves, from parents and carers, from the school Special Educational Needs Co-ordinator and from specialist teachers. Using all this information helps staff to plan and provide to meet the needs of the pupil.

The school follows an **assess - plan - do - review** cycle. Once a pupil's need has been identified, teachers and parents draw up a plan to address the need. The plan is carried out by staff in school, by the pupil and by parents, with a set date on which its effectiveness can be reviewed. It might be that the plan involves the pupil taking part in some small group work lead by an adult in school. It might be that an adult spends time working one-to-one with the pupil to help them with the area they are having difficulty with. Because parents help to draw up the plan, they know exactly what will be happening, how they can help and when the plan will be reviewed.

When needed, the school can call for advice from North Yorkshire Local Authority specialist teachers. We have excellent relationships with our local specialist teachers who work frequently within our school.

### 3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

Water Street Primary School works hard to communicate effectively with parents about their child's learning. We:

- send weekly e-mails from class teachers to let parents know what will be happening within their child's class that week including key learning objectives from different subject areas
- have termly learning communications with parents. In the first two terms of the year, these are in the form of parent/teacher consultation evenings. In the third term they are in the form of a written report to parents with the option of a parent/teacher consultation meeting afterwards
- Our head teacher can be found on the playground before and after school most days for informal communication
- Our class teachers are on the playground at the start of each school day for informal communication.

In addition, we make provision for additional communication with parents of pupil's who have particular needs, including Special Educational Needs.

- We have planned, 11 weekly review meetings at which progress against targets is considered and new targets planned.
- Additional meetings with specialist staff from North Yorkshire Local Authority may also be planned in.

A range of other ways of communicating with parents are also in place for pupils with additional needs and these depend on what best addresses the needs of the pupil and of the family.

- Some parents have a weekly arrangement to meet with the class teacher.
- Some parents have regular e-mail communication with the class teacher.
- For some families, a home-school communication book is used to jot down notes to and from school.

#### 4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

Water Street Primary School values pupil voice. We have an active school council with link representatives in every class who plan and run whole school events as well as feeding into school decision making. Our School Council is inclusive and includes children with SEN. Amongst other things, the school council has comment boxes in every classroom and a worry box, giving all pupils an alternative way to express their views and concerns. Councillors approach class teachers with any worries raised and offer suggestions for solutions

In their learning, our pupils know what their next steps are and work towards targets that they understand. Class teachers are explicit about how the children can improve their work so that the pupil's maintain control of their own learning progress.

Our Special Educational Needs pupils play a key role in planning for their own learning. Termly they:

- check their Inclusion Passports and update the information they would like to be recorded there including what they are enjoying, what they know they are doing well at and what they would like more help with
- work with their class teacher to plan new targets together.
- work with their class teacher to review their targets, looking for evidence together to find out how well they have done.
- Complete a One Page Profile (All about me) form.



**5. What arrangements are in place for assessing and reviewing children and young *people's progress towards outcomes*. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review**

Our aim is for all of our pupils to make expected progress or better during their time at our school. Of course, pupils all have slightly different starting points and slightly different learning skills and therefore some pupils may need additional and different support in order to achieve expected progress.

At Water Street Primary School, if a pupil is identified as having SEN, we will provide support that is 'additional to' or 'different from' the universal offer in the classroom. Within the new Code of Practice 2015, we work in line with the Assess, Plan, Do, review model, also known as the 'Graduated approach'. This enables children's needs to be assessed involving the pupil, parents/carers and class teacher, then a plan put in place, (Inclusion Passport), these actions and interventions to be implemented consistently and for the effectiveness of the plan and implementation to be reviewed again with all parties involved.

The learning of our pupils is assessed continuously as part of the planning, teaching and assessment cycle within each classroom. Pupil progress data is formally recorded three times during the school year to enable us to track patterns and plan extra provision. Three times a year, teachers take part in Pupil Progress Meetings at which they discuss the progress of the pupils within their class with members of the leadership team. Issues can be raised, provision altered and advice and ideas shared.

At Water Street Primary School we believe that children should play a major part in their own learning being involved in the review and planning of their targets. Our SEND pupils have individual and specific targets set three times a year and these are recorded on an Inclusion Passport. Pupils, parents and school staff are included in discussions about what these targets should be and also in reviewing progress towards them. Provision to support the pupils is discussed so that both home and school know ~~what they can do~~ the actions required. The targets and the provision are reviewed formally by the pupil, parents and school staff ~~every ten weeks~~ termly to ensure they are supporting the pupil to make progress. Inclusion Passports are also used to record the provision made and its impact.



**6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society?**

Transition into, within and out of our school is very carefully planned for all pupils.

Our Reception Class staff carry out home visits to get to know children and their families before they begin school. Pre-Schools visit us for Christmas Concerts and our staff visit children in their pre-school settings, taking opportunity to share information with staff. Children take part in a series of planned visits to school... as do parents. Older pupils at our school write to new entrants during the summer holidays to welcome them and, on arrival at school, each child is given a Year 6 buddy. These are carefully planned and chosen according to the needs of the child.

When moving from one class to another within our school, pupils always visit their new class and spend time with their new teacher. Sometimes, when the needs of the pupil require it, additional visits are planned with the new teacher so that all pupils have every opportunity to feel prepared and safe on transition. For our SEN pupils, special transition activities may be arranged. Transition meetings are held so that parents, current teachers and new teachers can share information and plan transition activities.

Similarly, when pupils leave our school, careful transition planning takes place according to the needs of the pupil. Visits, activities and meetings take place for all pupils and there may be additional preparation put in place for SEND pupils. The school SENCo may arrange for the staff from the receiving school to attend a review meeting. Inclusion Passports are passed onto the new school. External specialist teachers may be involved in supporting a successful transition process.

## 7. What is your School's approach to teaching children and young people with SEN?

All of our teachers at Water Street School are committed to teaching lessons in which all pupils are enabled to make good progress or better. We believe strongly that Quality First Teaching enables all learners different learning styles and needs to be facilitated, leading to engaged pupils making good levels of progress. Activities in lessons may vary to suit the learning needs of different pupils (differentiation). Additional staff may be used to support learning for some pupils within lessons.

Classroom staff take their responsibility to support children's learning very seriously. They may plan additional teaching sessions or practise time for small groups or individuals – 'same day intervention'. They may use adult or parent helpers to support children's learning. They may arrange to work one-to-one with some pupils for short periods of time. Their aim is always to enable all pupils to make good or better progress.

Our experienced and well trained Higher Level Teaching Assistant runs a range of evidence based small group interventions to further support children's learning. In consultation with teaching staff, and based on the learning needs of the pupils, small groups of pupils work with her on published and proven intervention programmes to develop Maths, English and Social skills. Intervention programmes are recorded on a whole school provision map. Pupils' learning is measured at the start and end of the intervention programme so that progress can be clearly measured. Parents / carers are always sent an information letter if their child is part of a small group intervention.



## 8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

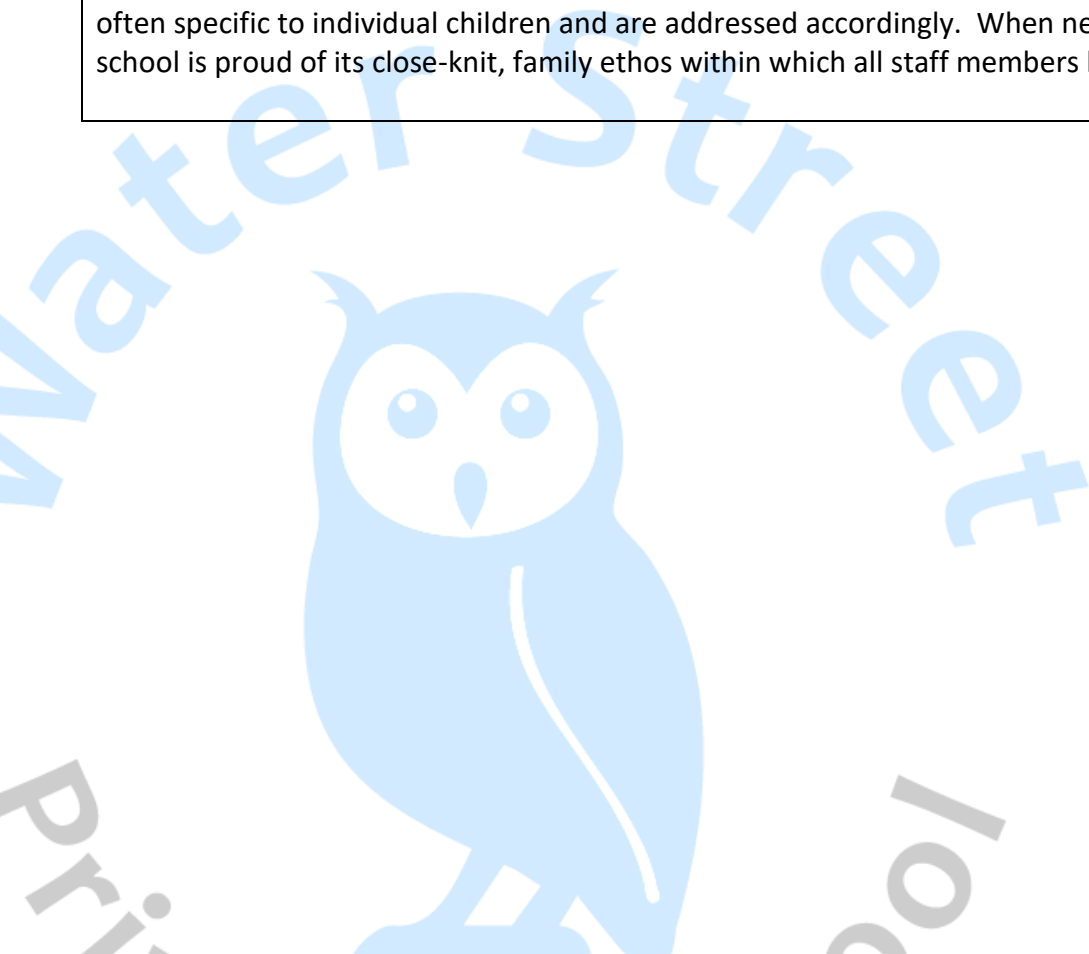
Our school makes every effort to ensure the curriculum and the learning environment enables all pupils to achieve their very best. You can find out more about our curriculum by following this link to our website:

<https://www.waterstreetschool.org.uk/learning/curriculum>

You can find out more about our approach to teaching and learning by looking at our teaching and learning policy which is available on our website:

<https://www.waterstreetschool.org.uk/about/school-prospectus-policies>

We make effective changes to the curriculum and learning environment to meet the needs of all pupils. For example, by rearranging the layout of a classroom. Sometimes, further adaptations are necessary for more specific needs such as partially sighted pupils or hearing impaired pupils. These are often specific to individual children and are addressed accordingly. When necessary, care plans or risk assessments are in place for individual pupils. Our school is proud of its close-knit, family ethos within which all staff members know and care for the specific needs of the pupils.



**9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?**

Water Street School boasts experienced and highly skilled teaching staff with a proven track record in supporting all pupils to make the best progress possible.

Our school provides SEND training, run by specialist teachers, for all staff on a regular basis so that our teaching and classroom management is up to date and informed. Sometimes, a pupil at our school has particular needs which require additional training for staff and this is accessed whenever necessary. Parents are often involved and come in to school to share the in-depth knowledge they have of their child's SEND and we are always grateful for this.

Our school has strong working relationships with local specialist SEND support staff and we call on their expertise for the benefit of our pupils whenever necessary, in consultation with parents / carers. Sometimes, this is by making a formal referral for a pupil and sometimes it is by phoning or e-mailing for advice. We are glad to welcome specialist staff into our school as frequently as possible and always ensure that their time with us is utilised fully.

Our school Special Educational Needs Coordinator has successfully completed the National Award for Special Educational Needs.



#### 10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

The effectiveness of our provision for pupils with SEND is evaluated using:

- progress data
- pupil & parent feedback
- Annual reviews where applicable with pupils, parents and outside agencies.
- Communication and reporting on SEND to the School governors.
- Review of effectiveness of interventions by measuring progress between the start and end of the intervention.

Primarily, if the pupils are making good progress with their learning, and if they feel happy, safe and confident, we know that our teaching, target setting, small group interventions and additional 1-1 work is successful. These aspects of teaching and learning are also monitored across the school by the Senior Leadership Team, Curriculum Leaders and the SENCo.

In addition, pupils with SEND have an Inclusion Passport which documents targets, provision and progress clearly. This means that class teachers, parents, pupils and the SENCo can work together to evaluate how well provision is working.



**11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?**

All of our pupils have the same opportunities within school as each other. Provision is made for all pupils to take part in extracurricular activities, trips, school productions and sporting events. We pride ourselves on the provision we make to ensure children with SEN can take part in everything we have to offer.

**12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.**

At Water Street, we support pupils emotional and social development in a variety of ways. All pupils participate in PSHCE lessons and circle time activities, as well as whole school assemblies which tackle issues such as relationships, bullying, differences and tolerance.

Class teachers has overall responsibility for the pastoral, medical and social care provision of the pupils in their class and they can seek support from the head teacher and or SENCO. The use of One Page Profiles (All about me) forms, are used as a guide to capture the thoughts and feelings of our pupils and this is then pivotal in any future planning.

We run support groups for more vulnerable pupils, such as Time to Talk in Early Years and Socially Speaking in KS2. We have staff members trained in ELSA who are able to use their understanding both within their classroom settings as well as when working with groups of children. Our whole staff team has undertaken basic mental health and wellbeing training for the benefit of all our pupils, and specific staff members are more highly trained to work therapeutically with children whose social, emotional and mental health would benefit from one-to-one intervention.

We work hard to ensure that each child understands they can speak with their chosen trusted adult in school should any problems arise.

Should the school feel a child's SEMH needs persist after intervention, after consultation with parents, outside agencies will be referred to for support.

**13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?**

The school has access to a wide range of professionals, specialist staff and outside agencies who we can contact for further support and advice. In discussion with parents / carers, agreement is reached about involvement of other professionals.

At Water Street, we regularly work with:

- Speech and Language Therapists
- Educational Psychologists
- The Early Help Team (family support)
- Enhanced Mainstream schools for
  - Cognition & Learning
  - Communication & Interaction
  - Social, Emotional and Mental Health difficulties.
- Specialist teachers for hearing and visually impaired children
- Children's Social care
- Health professionals

**14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.**

Should you feel dissatisfied with the provision made for your pupil in school regarding SEN your first point of contact is the class teacher or SENCO. If you feel that your concern has not been heard or acted upon appropriately, you can arrange to speak with the head teacher. Our school also has an SEN Governor, **Mrs Sarah Oliver**, who can be contacted via school.

Finally, if you do not feel the issues have been resolved, you can follow our formal complaints procedure as outlined in the Complaints Procedure Policy which is available on the school website:

<https://www.waterstreetschool.org.uk/about/school-prospectus-policies>

**If you would like to talk further about the information in this document, please contact the school office:**

**Tel:** (01756) 793026

**E-mail:** [admin@waterstreetschool.org.uk](mailto:admin@waterstreetschool.org.uk)

