

Welbeck Primary School



SEND Information Report

(Special Educational Needs and Disability Information Report)

The school has a statutory duty to publish an annual SEND report which must include the following information.

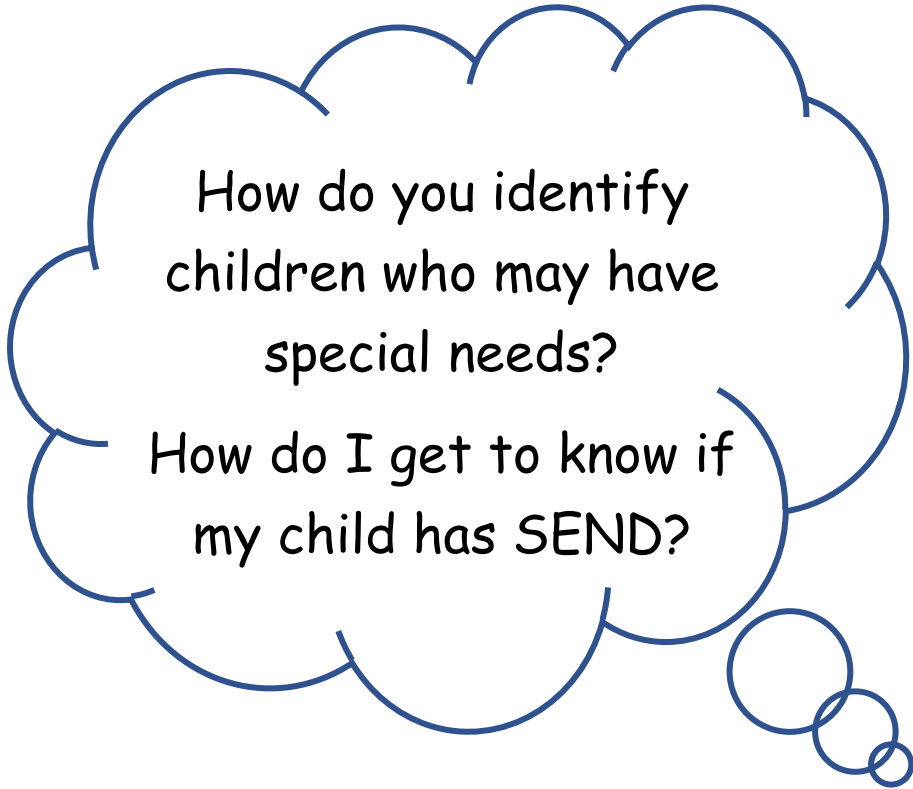
What kind of special needs are provided for at Welbeck Primary?

All Nottingham Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs (SEN) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress.

Welbeck Primary School is committed to inclusion and seeks to provide each child with opportunities to achieve his/her full potential. The governors and staff share the determination to create an inclusive, caring and stimulating learning environment, where pupils can feel safe, develop self-confidence and thrive in an atmosphere of mutual respect. Children with SEN have the right to a broad and balanced curriculum and to be fully included in all aspects of school life. We are committed to maximum inclusion whilst ensuring individual needs are met.

This encompasses the four main areas of SEND.

- Communication and interaction
 - Cognition and learning
- Social, mental and emotional health
 - Sensory and/ or physical



How do you identify children who may have special needs?

How do I get to know if my child has SEND?

We identify pupils with additional needs through a variety of ways, including teacher assessment, observations from teachers and teaching assistants, external agencies and parental knowledge.

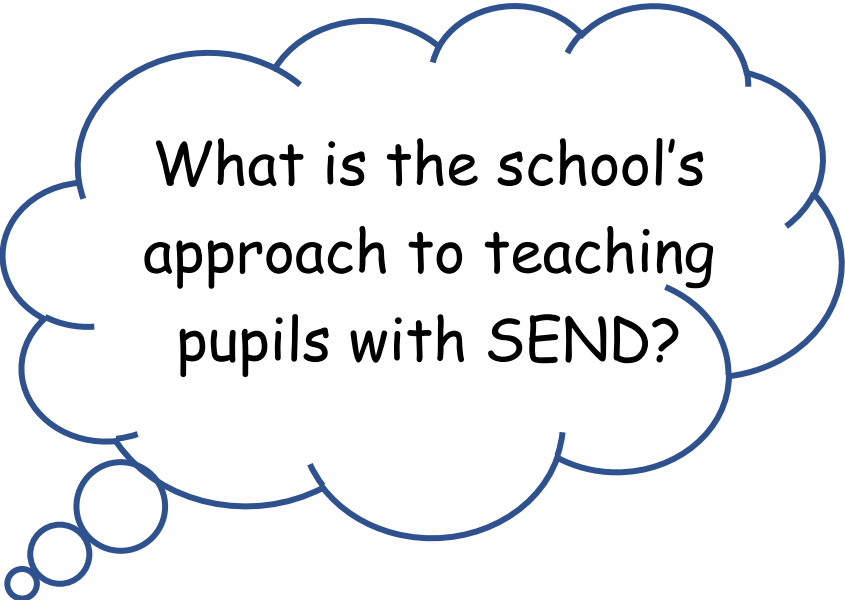
Following identification, if further support or advice is needed, a referral is made to the relevant external agencies. We recognise the benefits of early identification and seek to identify a child's needs at the earliest point, allowing us to make the most effective provision so that the child reaches their full potential.

We will arrange a meeting with you to discuss your child's needs and the provision they will receive in school.

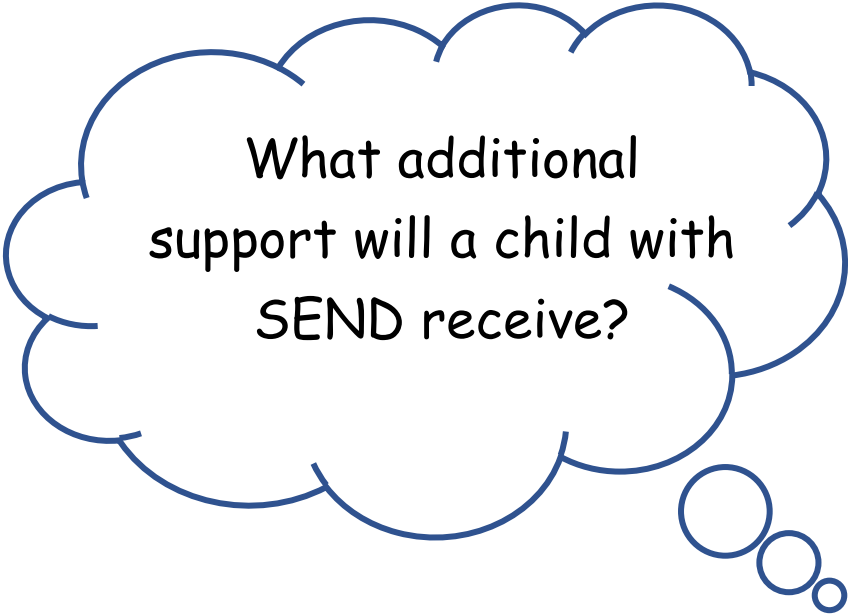
When children have an identified SEND before they start at Welbeck, we liaise with previous settings and use the information available to identify what their SEND provision will be in our school setting.

At Welbeck all teachers and teaching assistants are teachers of children with SEND. In order to support our children most effectively, patience, empathy, encouragement, high expectation and well trained staff, who use a range of teaching styles- visual, kinaesthetic (hands on) and auditory- along with good relationships with parents, is the best approach.

Welbeck adapts the curriculum and learning environment to meet the needs of all our children. Children with high level needs will have a personalised curriculum where needed, and may need a focused area 1:1 or within a small group at times. The school access plan is regularly updated and contact with appropriate outside agencies is sought if access to more specialised equipment is required.



What is the school's approach to teaching pupils with SEND?



What additional support will a child with SEND receive?

Support for SEND children may include; support by a teaching assistant within a small group or 1:1, a range of group or 1:1 interventions, class teacher support and support from outside agencies.

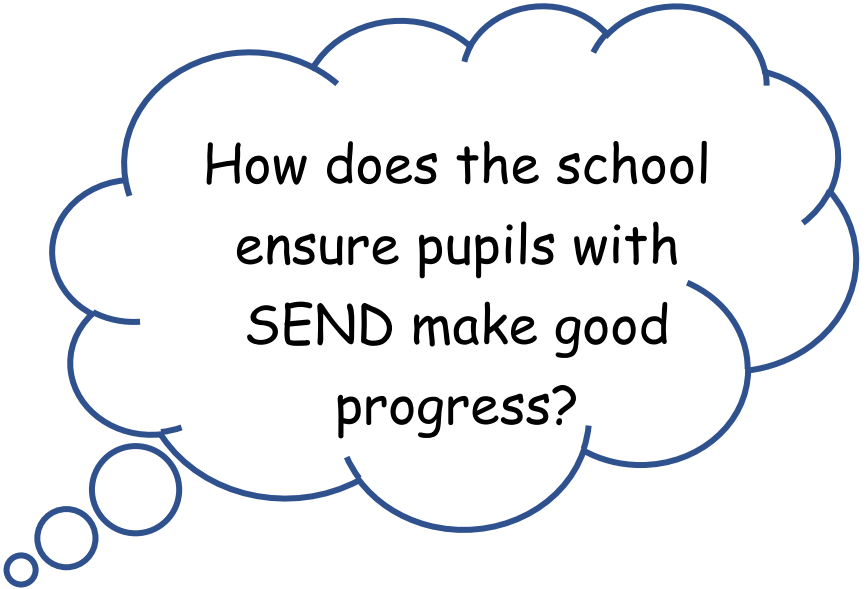
The wide range of interventions available support specific areas of the curriculum and children with high level needs (HLN) have a provision map detailing interventions, support and outcomes.

Welbeck has a range of support available for improving emotional and social development of children with additional needs including 1:1 and group counselling, mentoring and nurture groups, advice and support from the Behaviour Support Team and the school Educational Psychologist. All support is overseen by the senior management team and the SENCO will signpost parents/carers to agencies or courses if felt beneficial to work as a team to support the child.

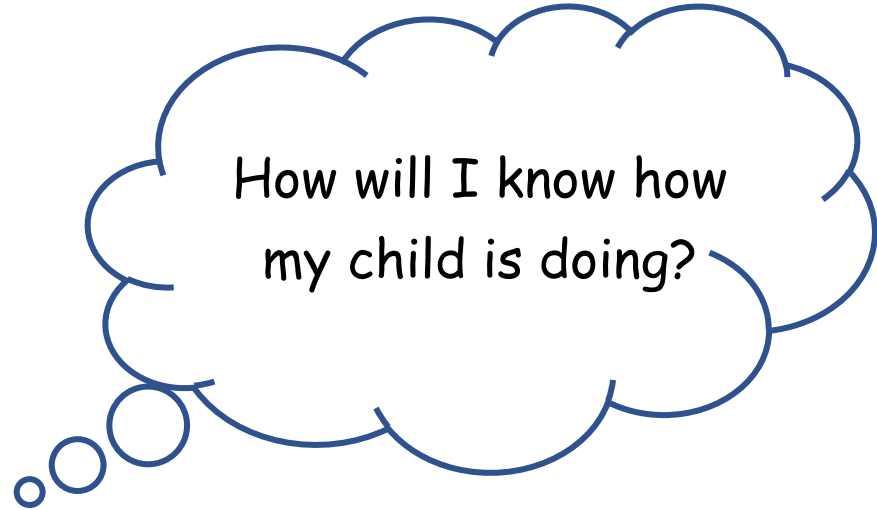
Children are formally assessed termly by class teachers, in conjunction with the SENCO and support staff, to provide a comprehensive picture of the child's attainment. All staff monitor the impact of provision and adapt/amend accordingly to produce the best possible outcomes for that child, alongside ongoing assessment, which is key to success. Senior staff review assessments to ensure all children make good or better progress.

Class teachers and the SENCO track pupils with SEND each term, and more frequently, according to need. Outcomes are discussed in pupil progress meetings held with the Headteacher. Ongoing discussion is held with the SENCO.

Parents are invited to termly (or more frequently if required) meetings to discuss their child's progress. The SENCO, class teachers and external agencies are invited to attend meetings and share their views. Targets are reviewed and new targets are set. We work closely with parents to ensure the best possible outcomes for our pupils. Annual reviews are held for children with an Education and Health Care Plan. Parents are also welcome to contact the SENCO in person or by phone if they require assistance. The SENCO will provide details of support which she thinks would be of use or seek information at the request of parents.

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How does the school ensure pupils with SEND make good progress?

A blue-outlined thought bubble with a scalloped edge and three smaller circles leading to it from the bottom left. It contains the text: "How will I know how my child is doing?"

How will I know how my child is doing?


How do school support children with SEND during transition?

Welbeck liaises closely with Portage and Health agencies for children with SEND who are about to enter Foundation 1, and will visit children in their present setting to ascertain need if required. Records will be transferred and funding applied for if relevant. Between teachers, all information is passed on and meetings held with current teachers and teaching assistants. Transition books are prepared for the child to take home during the summer holiday to minimise anxiety and additional visits to the new teacher/classroom are built in. To aid a smooth transition to secondary school a meeting is held with staff from the receiving school to make them aware of needs and to have appropriate provision in place for when the child starts.

What skills do the staff have to meet my child's needs?

The school keeps an up to date list of all Continuing Professional Development by all staff.

The school has a 'school development plan', which includes identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as Autism and Dyslexia. We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. The SENCO attends networks and courses to continually develop her knowledge and understanding and liaises with other SENCOs in the local area.



Who is involved?

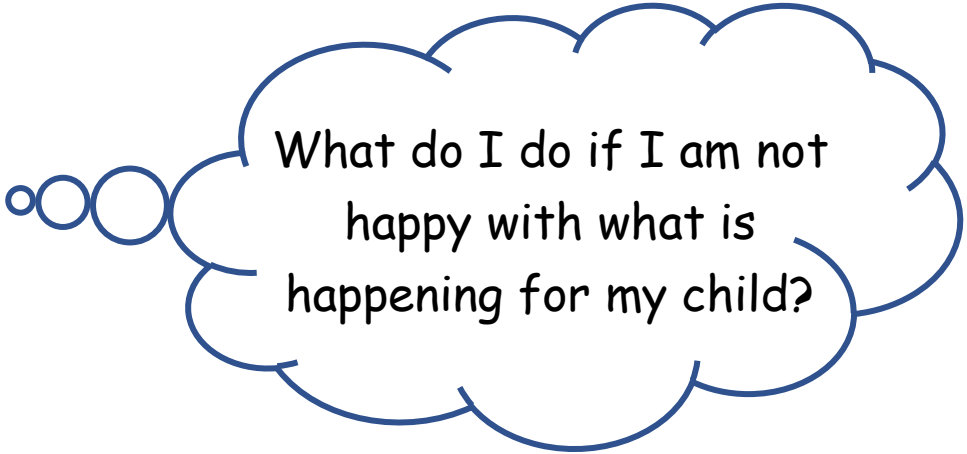
Welbeck actively seeks to keep parents informed of issues relating to their child's needs and is proactive in providing support tailored to need. However, if a matter cannot be resolved by discussion with the class teacher then an appointment can be made with the Headteacher or SENCO. The governor with responsibility for SEN is Mrs Gill Dodsley. The matter will be dealt with according to the complaints procedure if necessary.

Pupil voice is important at Welbeck and children are asked to review their progress, plan for the future and voice any concerns. Children are invited to SEN meetings if relevant. Ongoing dialogue between children, parents and teachers forms the basis of good quality, effective support for children with SEND.

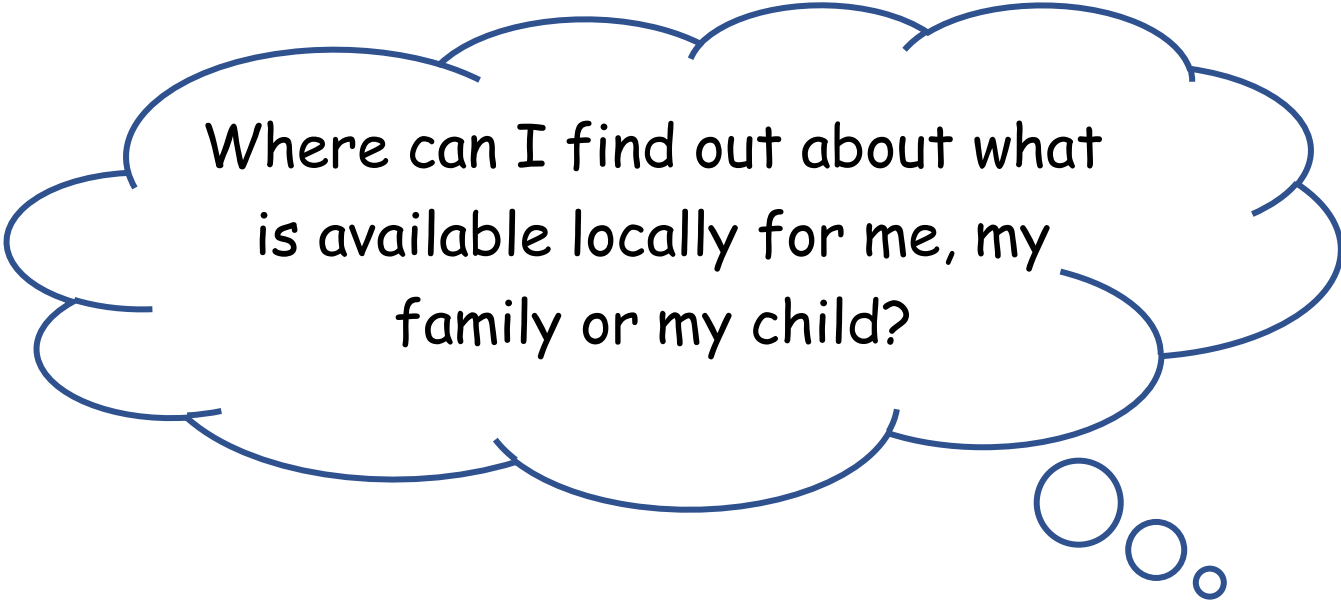
The school continues to build strong working relationships with external agencies to aid inclusion. The governing body supports staff to use the expertise of outside agencies previously mentioned, along with paediatricians, school nurses, hospital consultants, dyslexia support and CAMHS.

SENCO - Mrs McConnochie (0115 9153890)

Governor responsible for SEN - Gill Dodsley



What do I do if I am not happy with what is happening for my child?



Where can I find out about what
is available locally for me, my
family or my child?

Nottingham City Council has published its own Local Offer which can be
accessed by the link below.

www.nottinghamcity.gov.uk/localoffer