



Warboys Primary Academy – SEND Information Report 2024 - 2025



Children at Warboys Primary Academy receive support which is tailored to their individual needs.

This support may be provided by the class teacher or Teaching Assistant or any of the following professionals:

- The Special Needs and Disabilities Co-ordinator for Warboys Primary or any member of staff within the Academy or Trust.
 - Speech and Language Therapists, for speech sound and understanding advice.
- Specialist Teaching Team members, providing more specialist support and advice on a range of areas, including communication and interaction; cognition and learning; social, emotional and mental health needs; and sensory and physical needs.
 - Educational Psychologists
 - Occupational Therapists
 - Hearing and Visual Impairment team
 - YoUnited mental health support
 - Early Intervention Family Workers
 - Emotional Health and Welfare Team

What kinds of SEND do you provide for at Warboys Primary Academy?



How do you identify pupils with SEND and assess their needs?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, e.g., autistic spectrum disorder, speech and language difficulties
 - Cognition and learning, e.g., dyslexia, dyspraxia
- Social, emotional and mental health difficulties, e.g., Attention Deficit Hyperactivity Disorder (ADHD) and Emotional Based School Avoidance (EBSA)
- Sensory and/or physical needs, e.g., visual impairments, hearing impairments, processing difficulties, epilepsy
 - Moderate/severe/profound and multiple learning difficulties

We identify children with special educational needs/disability (SEND) by:

- Carefully managing their transition from Early Years settings.
- Monitoring progress through regular assessment of pupils' progress.
- Class teachers and Teaching Assistants raising concerns and referring to our SENDCo.
- Listening to our parents' concerns, including during parent consultation meetings.
- Carrying out individual assessments.
- Seeking advice from other professionals and/or making referrals to outside specialists, where appropriate (in consultation with parents). This may include progress in areas other than attainment, for example, social needs.

Slower progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

What should a parent do if they have concerns about their child?



How will they know what support their child will get?

If you are concerned about your child – in the first instance, please speak to your child's class teacher to raise any concerns. They will be able to help or will refer you to another member of staff, such as the Special Educational Needs

Assessing and reviewing pupils' progress towards outcomes

All children take part in 8 weekly assessments in Literacy and Maths. The information gathered in these assessments is analysed and initially tracked by phase leaders and subsequently the Senior Leadership Team (SLT). The SENCO takes part in these discussions and will suggest reasonable adjustments, supports or additional assessments as is needed. If it is felt that the child needs to be recorded on the SEN register as needing SEN support, parents, the child (where appropriate) class teacher and SENDCO will meet. The graduated approach and the four-part cycle of **assess, plan, do, review (APDR)** will be initiated. Parents will be formally notified that their child is on the Special Educational Needs and Disabilities Register by means of a letter.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** for children on the SEN register.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

How will you support us
as we move schools?



What interventions
might happen in school?

Supporting pupils moving between phases and preparing for adulthood

We offer additional support to children with SEN as they move between classes and Key Stages within school. This might be by providing them with photo books, 1:1 getting to know you sessions and teacher transition meetings.

When children leave our school we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition meetings and additional visits will be arranged as necessary.

Outside agencies may also be contacted to support with the transition.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. Power Teaching and Learning is used across the school to teach Literacy and Maths. Scaffolding and adapted teaching is used for these subjects so that the teaching is at the right level for each child.

Group and 1:1 interventions are also used, if appropriate, to target specific difficulties. Some examples of interventions used in school are:

- NELI (Nuffield Early Language Intervention) - to target language development
- Small group or 1:1 bespoke interventions
- Sensory Circuits
- Nurture Provision
- ELSA

Children requiring additional support, interventions or resources will have a support plan in place which details outcomes, targets and provision needed. These plans are shared with parents and reviewed at least termly.

If a child has an EHC plan, then their support plan will detail how their outcomes are being targeted and the provision needed to achieve this these are also informally reviewed each term and progress shared throughout the year.

What adaptations and reasonable adjustments will you make to help us?



What other support is available for our learning?

Adaptations and reasonable adjustments to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources, for example, using ear defenders, sit'n'move cushions, adapted seating and pencil grips
- Adapting our staffing
- Using training to improve teachers' understanding of strategies to identify and support children with SEN and improving their knowledge of the most frequently encountered SEN.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding our teaching. For example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, movement breaks etc.
- See also the school **Accessibility plan** which explains steps taken to increase the extent to which disabled pupils can participate in the curriculum. This includes wheelchair access and disabled toilet facilities.

Additional support for learning

Teaching Assistants are trained to deliver interventions such as phonics, supported spelling and nurture. These interventions are normally used in small groups and their impact monitored through the use of learning plans. Teaching assistants will occasionally support pupils on a 1:1 basis, but only if this is detailed in their learning plan as being needed for a specific target.

We work with the following agencies to provide support for pupils:

- Educational Psychology service
- Speech and Language Therapy
- Occupational Therapy
- Specialist Teaching Team
- Child and Adolescent mental health services
- Behaviour panel

What support the children can get – If additional support is required, we will follow the Assess, Plan, Do, Review cycle to explain what support will be included, how it will be provided and, after the initial assessment, be reviewed every term. We call this a Learning Plan. The views of parents/carers, the child, teachers and any other professionals involved will also be included on the Learning Plan. We will place the child on the SEND register, this is so we know who is receiving additional support. If at any point the support is no longer required, they will be removed from the SEND register but continued to be regularly monitored. If at any point further support is required, we will start the Assess, Plan, Do, Review cycle again.

The support in place may include: sensory circuits, movement breaks, dyslexia friendly resources, movement equipment (for feet or hands), 1:1 support for some areas, Nurture provision, mentoring, sports coaching, Lego therapy, adaptations to curriculum subjects, adaptations to lunch and break time provision and different entry and exit arrangements at the start and end of the school day.

What training have staff had?



What if I need extra support or require an EHCP?

Expertise and training of staff

Our SENCO has 15 years' of experience in this role. The SENCO is also the Nest Manager (Nurture provision).

All staff have had Autism Training and some specifically Autism for Girls, ADHD training, STEPS training, Dyslexia training. Specific staff are being trained in interventions such as Nurture, Lego Therapy and Emotional Literacy Support Assistant (ELSA). The school also employs staff that have specialist knowledge in the following areas:

ELSA

NELI

Nurture groups

Maths mastery

Step On – therapeutic management of behaviour

Securing equipment and facilities

Regular assessment and monitoring of progress highlights those children that need extra support.

Learning plans are used to record what additional support is needed and for what reason. External services are contacted, as necessary to ensure that the correct equipment, facilities and support are being effectively used. For example, the Occupational Therapy service advise the school and support in acquiring equipment such as adapted seating and specialist scissors.

If it is felt that the amount of support required is more that the school can reasonably provide, then an Education, Health and Care needs assessment may be requested.

This process may secure extra funding for the school to help with providing additional support/resources for the child.

Parents have the right to request an EHC Needs Assessment through the local Authority at any time.

How do we know how effective the support is?



What clubs and activities can my child attend?

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals at termly progress meetings
- Reviewing the impact of interventions after 8 weeks
- Using pupil feedback
- Pupil feedback is recorded on their learning plans and used in Annual reviews.
- Monitoring by the SENCO, Academy committee and SLT
- Using EHC/SEN learning plans to measure progress
- Holding annual reviews for pupils with EHC plans
- SENCO is available to talk through concerns with parents and staff by appointment
- Termly parents' evenings – additional time allocated to families with children with SEN

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on all school trips, including our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Appropriate support will always be provided to ensure events are accessible.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

What do I do if I want my child to join your school?



What if my child needs support with emotional and social development?

Arrangements for the admission of disabled pupils

- Information on admissions procedures can be found on the school website
- All pupils whose education, health and care (EHC) plan names the school will be admitted before any other places are allocated
- Children with disabilities will be prioritised through our school's oversubscription criteria
- Our oversubscription criteria is in place to avoid unfairly disadvantaging pupils with a disability

Accessibility plan

- The accessibility plan can be found in the policies section on the school website
- It outlines the school's plan for improving the physical environment for children with disabilities. The goal being to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided by school
- The plan aims to Improve the availability of accessible information to disabled pupils

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All class teachers prioritise the PSHE and RSE curriculums
- Nurture provision
- ELSA
- Sports Coach
- 1:1 mentoring sessions
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are encouraged to attend Breakfast club and after school sports clubs to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying. Any reports of bullying are thoroughly investigated by staff and are recorded on My concern if confirmed.

What other agencies might be able to help support my child?



What if I am not happy about the support my child receives?

Working with other agencies

The school involves outside agencies, including health and social care bodies, local authority support services and voluntary sector organisations, to support us in meeting pupils' SEN and providing support for their families.

These are some of the agencies we work with:

- Educational Psychology service
- Speech and Language Therapy
- Occupational Therapy
- Child and Adolescent mental health services
- Specialist Teaching Team
- Behaviour Panel
- Virtual School
- Emotional Health and Wellbeing service

We use Early Help assessments to access additional support for families. This is also a chance for parents to inform us of what support they would like. Our annual planning meeting with our named Educational Psychologist also helps us to pinpoint what support is needed and what outside agencies need to be involved.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Principal in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

SENDIASS provides impartial information, advice and support to parents, children and young people on Special Educational Needs and Disabilities.

Contact: 0300 365 1020 Email: sendiass@cambridgeshire.gov.uk

Raising concerns with school

Mr Stuart Mallott (Principal)

The local authority local offer

The Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families information about support and se Cambridgeshire.

Local offer can be found at: _____

Signed SENDCO:



Signed Principal:



Date: 30.01.24

Review Date: January 2025 (Annually)