



SEND Information Report 2022 / 2023

What are the kinds of special educational needs for which provision is made at Captain Webb Primary School?

Captain Webb is a maintained mainstream Primary school for children aged up to 11 years, incorporating day care for children aged 2 years and Nursery for children aged 3. We provide a differentiated curriculum to ensure all needs are addressed and met so all have an equal opportunity to access learning. We welcome all children here at Captain Webb regardless of their needs and abilities. Children who receive school support or children who have an Education, Health and Care Plan (EHCP) are identified under the following 4 areas of need:

Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Physical/ Sensory difficulties.

Children at Captain Webb may present with moderate or specific learning difficulties, which may incorporate cognition and learning, communication and interaction or social, emotional and mental health difficulties. Children may also present with sensory or physical difficulties.

The table below identifies the areas of need for our pupils (some pupils have more than one area of need hence percentages totalling over 100%).

Primary Area of need	Percentage	
	SEND support / EHCP	Class concern
Communication and interaction	55%	40%
Cognition and Learning	46%	45%
Social, Emotional and Mental Health	17%	25%
Physical/ Sensory	8%	0%

This is broadly in line with national trends, which see communication and interaction as the largest area of need (primarily in the Early years), followed by cognition and learning and social, emotional and mental health and then physical / sensory difficulties.

What are the school's policies for the identification and assessment of learners attending the school?

SEND Policy is underpinned by the Telford and Wrekin guidance on Supporting Identification and Classification of Special Educational Needs. Parent and pupil views are central to this process as they are a valuable source of information and are used to support / inform our assessments. Initial concerns are discussed with Parents, class teacher and the child. Quality first provision is discussed, and reasonable adjustments made. Once a child has been identified as having special educational needs, interventions will be made following the Assess, Plan, Do, Review model. This will be discussed in partnership with the parent, child, and school. If further action is required, advice and support may be sought from external agencies. The school SENDCo monitors the provision for pupils with SEND and liaises with teachers, support staff and external agencies to ensure early identification and assessment is rapid. Outside agencies to support school, pupils and their families include (but are not limited to): the Learning Support Advisory Team / Teacher (LSAT), Speech and Language (NHS & Soundswell), Sensory Inclusion Service, Occupational Therapy, Health Visitor, school nurse, local GP, Educational Psychologist and BeeU.

As every teacher is a teacher of SEND, a graduated response to learning difficulties is employed by the school. Quality first teaching is the starting point; with the expectation teachers make provisions for all children, ensuring the curriculum is sufficiently adapted and accessible to all. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching.

Our SEND route is as follows:

- ↓ Differentiated quality first teach (wave 1)
- ↓ Class concern
- ↓ SEND Support (Wave 2)
- ↓ Inclusive Schools Funding / Early years inclusion funding (Wave 3)
- ↓ Education and health care assessment (ECHNA)
- Education and health care plan (EHCP)

What is the SEND provision for learners at Captain Webb School and how is it evaluated?

All teachers are teachers of Special Educational Needs and are committed to meet those needs, with the advice and support, as appropriate, of the school co-ordinator and external agencies. Quality first teaching is of key importance: the class teacher has a duty to plan and deliver a suitably adapted curriculum, which all children can access. We actively involve the children and parents when planning and reviewing interventions to support their learning. We will strive to meet all the diverse needs of our pupils, developing their strengths and helping them to develop their full potential, treating them with sympathy and understanding.

SEND provision is rigorously monitored by the SENDCo and it is established in the school ethos that reviewing effectiveness of provision is continuous.

We have identified Speech and Language as a key area of need for our learners and as such, employed the expertise of Soundswell Speech and Language support. Through rigorous assessment, intervention groups have been organised and tailored for specific individuals' speech and language needs.

Pastoral support is also key in helping children in school: we currently have three key members of the pastoral support team, working with families and children and advising staff on how best to support children in class.

Referring to EHCPs and external professionals, individuals within our setting have been allocated small group / 1:1 support with key support staff when necessary. This support has been carefully planned to ensure learners can begin to work and learn with increasing independence.

1:1 reading and reading groups have also been planned for our most vulnerable learners to help close the attainment gap.

Our objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

Each child on the SEND register, regardless of their level of support will have the following:

- Evidence of a graduated response – plans and targets derived from meeting with pupil and parents (Wave 1/ Wave 2/ Wave 3)
- Copy of most recent professional assessment in class folder – used to inform targeted outcomes.

SEN Checklist	
1. Concerns about a child's progress	Seek support from guidance in SEN folder for wave 1 provision and intervention maps.
2. Identify child's area of need.	Paperwork for plan-do-review must be kept in class SEN folder for SENCo to access. Each time an intervention takes place, paperwork should be completed by the lead adult
3. Initiate plan-do-review – discussed in consultation with child and parents.	
4. Paperwork for interventions to be kept in class SEN folder	
5. After one cycle of plan-do-review meet with SENCo (If no progress has been made)	SENCo to support class teacher to further assess the child's particular strengths and weaknesses. Problem solve and advise on the effective implementation of support.
6. Support from external agencies	Latest reports from professional agencies to be stored in class folder. Use reports to determine child's specific targets/ interventions.

The school's success in meeting the special educational needs of its pupils will be measured using the following performance indicators:

- Evidence in children's books of working towards / meeting provision map targets.
- Successful outcomes of interventions recorded on Provision Map reviews.
- Sustained progress for the individual child, regardless of starting point, monitored by school tracking data.
- Self-esteem of the pupil and their contentment in the learning environment
- Parental satisfaction
- Removal of children from S.E.N.D. record

What training have staff had in relation to the needs of pupils / students at Captain Webb Primary School?

All staff have a clear job description, related to their role within school. Staff attend regular core training sessions aimed at developing skills within the school and in relation to their role. If deemed necessary select staff may be sent on training relating to specific areas of need, for example MAPA (management of actual or potential aggression) training, Cool kids (Occupational therapy) or ELKLAN (Speech and Language) training. We are increasingly referring staff to speech and language training run by the NHS to support children with speech and language needs, this has included all early years staff attending basic Makaton training. All school staff also attended speech and language training provided by Soundswell, looking at classroom strategies for identification and class based support. All staff have received training through the Autism Education Trust, which was recently renewed.

How has equipment and facilities provided support to pupils / students at Captain Webb Primary school?

The school offer details, facilities and provisions available to pupils at Captain Webb Primary School. Children's individual needs are considered, sometimes based on advice from outside agencies when considering allocation of facilities and equipment. Examples of such equipment and facilities used throughout this academic year as follows:

- Resource boxes made for SALT interventions
- Coloured overlays / coloured workbooks
- Laptops provided for individuals with physical needs.
- Pencil grips / specialised pencils / specialised scissors
- Writing slopes and steps
- Table screens for distraction free working
- Wobble cushions
- Furniture adapted to meet individual needs (Chairs offering different lumbar support).
- Ear defenders for children with noise sensitivity
- Disabled access toilets throughout the school
- Quiet work areas
- Sensory toys

Improvements to our support for pupils with SEND this year has included:

- A focus on SEND provision across the school, increased monitoring, and evaluation – provision maps now in children’s books for ease of reference for all adults working with children.
- Continuing to follow and build upon recommendations from the SEND self-review – school have put themselves forward for a further review by the local authority.
- IN June 2022 School secured Fair Share funding from the local authority which has enabled the continued use of the SENDco (Miss Feeney) to provide specific support for children with a significantly high level of need through 22 - 23.
- The employment of a third member of the pastoral team, to work within the Early years. She is also ELSA trained and has been able to start implementing this intervention with a group of year 5 children.
- Employment of several staff to work with children with complex needs on a 1:1.
- Continued work with a private speech and language provider (Soundswell) to assess and provide interventions for children with an identified speech and language need. Evaluation of the year provided in the form of an impact report for the school and governors.
- In association with this the continued employment of an ELKLAN trained TA (Mrs Walker) to work specifically with children with Speech, Language and communication difficulties 3 days per week, on a 1:1, small groups and in class.
- Continued implementation of Wellcomm across the early years to address the high need of speech and language difficulties being seen on arrival at nursery.
- Continued Implementation of Soundswell Listening and attention program for the 2 year olds.
- Implementation of KS1 Talk Boost Speech and language intervention.
- Partaking in the ***Hanen Learning Language and Loving It trial*** as part of the control group.
- Whole school (teachers and TAs) Autism awareness and speech and language training.
- Continued close liaison and working with NHS Speech Therapy to provide advice and training for Early years staff, including in listening and attention, Makaton, and the use of visuals.
- After Mrs Jones, pastoral manager, sadly left the school Gemma Boden was employed as her replacement continuing the vital work within school, supporting children, and their families who may face difficulties, particularly relating to Social, Emotional and Mental Health.
- Continued employment of Mrs Watkins to the equally vital role of pastoral support, to work with Mrs Jones addressing Social, Emotional and Mental Health difficulties, particularly in KS1 & Early years, working closely with children and families.
- Purchasing support from Reach Psychology Ltd, a private educational psychology service, allowing us to request assessments and advice when deemed necessary.
- The continued use of a counsellor within school to support children identified in need.
- The continued employment of a play therapist to support children with significant difficulties.
- Links with outreach services to support with social, emotional and mental health issues.
- Increased support for advice, support and early identification of SEND in our Early Years settings, especially in the 2 year old provision.

- The continued use of our Learning Support Advisory Teacher (LSAT) to not only assess and advise on individual children but also to meet teachers to discuss children each term, supporting the writing of provision maps.
- Close liaison with the Early years qualified teacher for advice and support for school and at home, supporting increased early identification and start of the plan, do, review process.
- Increased liaison with health professionals including mental health support workers, Sensory Inclusion, school nurse, health visitor team, physiotherapy, occupational therapy, community paediatrics, play specialists and speech and Language.
- Close working with behaviour support and the Linden Centre to support a number of pupils through dual site education and also with behavioural assessments and recommendations within school.
- Application to the inclusive schools forum for support from The Bridge outreach service for 3 complex children.
- 8 successful applications for Education and Health Care Needs assessments / Inclusive Schools Funding / Early Years inclusion funding to provide advice and additional support for children with a significant level of need, with 4 further ECHNAs being submitted before the end of the year.
- Support for parents to apply for and secure specialist school placements where appropriate, with 3 placements being agreed for Sept 2023, 1 child on the waiting list and others being considered.

What arrangements have been made to consult parents and involve them in the education of their child?

The school are committed to involving parents in every step of their child's education, including aspects of Special Educational Needs and Disabilities (SEND).

This includes:

- Visits to the school
- Possible introductory meetings with teachers / support staff.
- Termly parent consultation days.
- Termly sharing of targets on provision maps.
- Meetings to discuss findings from outside agencies, including the Learning Support Advisory Teacher (LSAT).
- Early Help meetings (if appropriate).
- Informal meetings with the class teacher / SENDco or Head teacher to discuss a child's needs at request of the parent / school.
- Annual reviews for children with Education and Health Care Plans.
- Microsoft Teams meetings to facilitate when parents/carers/external agencies cannot attend face-to-face meetings.
- An end of year school report.

What arrangements have been made to consult pupils at Captain Webb Primary School about their education?

Our school vision statement, LEARN (Listen, Encourage, Achieve, Respect, Nurture), was created with our learners at the heart of it. With this in mind, children are encouraged to be involved in all stages of their learning, including target setting and reviewing, in their daily teaching and more specifically towards their provision map targets. Children are also invited to actively participate in the annual review process for their Education and Health Care Plan, providing their views where appropriate.

What arrangements have been made by the governing body to deal with complaints in relation to provision at Captain Webb Primary School?

Any parent dissatisfied with any aspect of the S.E.N.D. provision should first seek to discuss it with the class teacher, the SENDco and thereafter, the Head teacher who may be contacted through the school office. If concerns remain, the general complaints procedure (available from the school office or on the school website) should be followed.

How have the school involved others to meet the needs of pupils and support their families?

School may refer to, and liaise with outside agencies to support children, such as Speech and Language, Occupational Therapy, Child and Adolescence Mental Health services (BeeU), Behaviour support or the Learning support advisory team. If a referral has not gone through school parents will need to give the agency permission to share information with school or will need to share the information themselves. The Information Advise Support Service (IASS) are available to support families, providing free and impartial support for children and young people aged 0-25 years with special educational needs and disabilities and their parent/carers.

<http://www.telfordsendiass.org.uk/> Tel: (01952) 457176

How has the school made arrangements to support pupils transferring between phases of education?

Transition between classes / key stages is managed by transition days before the end of term. If extra introductions are required these can be arranged with the new class teacher. Pupil passports may be used to support transition, introducing the child to their class teacher and learning environment, whilst also providing the child and parent with the opportunity to add their views about the child's needs and how they feel the child can be best supported. For secondary transition parents are recommended to make an appointment with the SENDco of their chosen secondary schools, away from pre-arranged visit days. This provides an opportunity to discuss the child's needs and any concerns. Children are normally offered transition days by the secondary school. If deemed necessary extra transition days may be able to be arranged. For children with an EHCP the receiving secondary school is invited to the year 6 annual review / or to an end of year meeting to discuss needs to ensure a smooth transition. All SEN information is passed on to the receiving secondary school and children are discussed during transition meetings with year 6 teachers / the SENDco.

Where is the information on the Telford and Wrekin local offer published?

There is further detail on our website <http://captainwebbprimary.org.uk/> about our own school offer for SEND and the links to the local offer on the family connect pages on the Telford and Wrekin website: <http://www.telfordsend.org.uk/>.

If you have any queries or requests for policies please contact our SENDco's through the school office.