

Willow Bank Primary School

SEND Information Report

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Our school's approach to supporting pupils with SEND

At Willow Bank we pride ourselves in the diverse and inclusive school community we have, where everyone is welcomed. Our school values all pupils and celebrates diversity of experience, interest and achievement. We strongly believe that all pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

Staff provide a learning environment that enables all children to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our ethos is that every child should be supported to achieve academic, emotional, social and physical developmental success. This policy reflects the school's commitment to supporting the wide range of special needs that children may experience either short term or long term.

Our school is committed to:

- Following the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'
- Monitoring the progress of all pupils to aid the earliest possible identification of SEND
- Working together with all stakeholders to support pupils achieving to their full potential
- Ensuring all children receive a broad and balanced curriculum which is adapted to meet individual needs

At Willow Bank, all teachers are teachers of children with SEND.

Catering for different kinds of SEND

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

- **Communication and interaction**, for example, autistic spectrum disorder, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia and moderate learning difficulties (MLD)
- **Social, emotional and mental health** difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or physical** needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Last academic year (2022-2023) our highest needs catered for across our school was communication and interaction and social, emotional and mental health.

Children with medical needs

- If a child has a specific medical need then a detailed Care Plan is compiled with health professionals, usually the School Nursing Team, in consultation with parents/carers, SENDCo, appropriate teachers, teaching assistants (TAs) and appropriate administrative staff. These are discussed with all staff involved with the child, if necessary, on a need-to-know basis.
- All staff receive annual Asthma, EpiPen and Epilepsy training delivered by the school nurse.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medi-Care plan is in place to ensure the safety of both child and staff member.

Please refer to our Supporting Children with Medical Conditions Policy for more information.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Candice Nembhard	Deputy Headteacher Inclusion	BA (Hons) National Award for SEN Co-ordination
Maria Vega Gonzalez	SEND Leader	BA (Hons)

The SENDCo

Name of SENDCO	Email address	Phone number
Maria Vega Gonzalez	mvegagonzalez@watschools.org.uk	0208 3201900

Securing and deploying expertise

We do our best to provide as much in-school specialist provision to enable us to have on sight expertise and immediate support where necessary. Our in-school support available is, but not limited to:

- Inclusion Lead and qualified SENCo
- SEND Leader (SENCo)
- Community Liaison Officer – attendance and family support
- Wellbeing Coach – who is trained to deliver 1:1, group interventions and nurture provision
- Relationships and Behaviour Lead – who is trained to support children with SEMH
- SALT HLTA

As set out in our Trust SEND Policy, we are committed to constantly improving and updating expertise in SEND. We are also aware that it is widely recognised that children's emotional health and wellbeing will have an influence on their development and learning therefore, we ensure mental health and

wellbeing is a key consideration for all training that the SENDCo participates in, along with any training that staff are given.

Training throughout the year will:

- Be tailored to ensure it enables staff to meet the needs of all pupils and delivered when necessary, such as during INSET sessions
- Be delivered by the relevant staff members such as the school SENDCo and/or external agencies
- Include both the mental and physical needs of pupils with SEND within all the four broad areas of need
- Ensure mental health is a key consideration for all training that the SENDCo participates in, along with any training that staff are given
- Provide support staff, teaching assistants and specialised staff members with any relevant and necessary training to meet the needs of individual or groups of pupils
- Keep all staff up to date with new legislation

The Deputy Headteacher of Inclusion and the SENDCo attend half termly inclusion committee meetings to develop their practice.

In the last academic year staff have been trained in:

- Universal approach – Apple training
- Active engagement (cooperative and collaborative learning)
- Oracy (communication and developing language)
- Overcoming barriers to learning
- SEMH
- Edukey (provision maps)
- Solution circle sessions – delivered by an Educational Psychologist
- Trauma training

Many of our staff are First Aid trained, receive yearly Medical Needs training such as, Asthma, Anaphylaxis, Sickle Cell, Epilepsy and diabetes.

Equipment and facilities

Children's needs are assessed on an individual basis and any identification of recommended equipment and/or facilities are discussed and, as appropriate, put into place.

Where appropriate, we work with external agencies to secure the correct equipment and facilities for these students and the schools may also purchase, when needed, specialist equipment to support students with SEND.

At Willow Bank we have The Inclusion Hub where the wellbeing team (Wellbeing Coach and Relationships and Behaviour Lead) are based and deliver interventions and lunch time clubs; The Cabin, which is located in our outdoor learning area, where Nurture, counselling and play therapy takes place and The Sanctuary which is our sensory room.

Identifying and assessing pupils with SEND

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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/carers. 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.

Consulting with pupils and parents

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Ensure everyone understands procedures, are aware of how to access support in preparing their contributions
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Consultation with parents can take place through:

- Parent's evenings and end of year reports
- SEND meetings with the SENDCo (typically three times a year)
- An open-door policy to discuss any concerns when the need arises
- Signposting to external agencies

We will formally notify parents/carers if it is decided that a pupil will receive SEND support.

Involving key stakeholders

We work with a range of agencies to support identified needs across our schools, including:

- Early Intervention Team (EIT): Local Authority support team comprising of an Educational Psychologist, SEMH Support, Additional Educational Needs Teacher and the Mental Health Support Team (MHST)
- School Nurse
- ASD advisory team
- HI advisory team
- VI advisory team
- Speech and Language Therapists
- Occupational Therapists
- Community Paediatricians
- IMAGO – Young carers focus
- CAMHS – SEMH focus
- New Horizons Federation Bexley
- Counselling Matters Bexley
- Play therapists

Progressing towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo 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 and behaviour
- Progress made against targets from provision maps
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly and next steps are planned with the SENDCo, teacher, parents/carers and pupil.

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.

Transition support

At Willow Bank we understand that moving schools/classes can be unsettling, therefore we provide many strategies to enable a pupil's transition to be as smooth as possible.

If your child is joining us from another school:

- Visits to preschools and nurseries by the SENDCo and class teacher
- Any relevant information is handed over by a previous setting where applicable and/or external agencies involved with the pupil
- The SENDCo will attend any annual reviews or professional meetings prior to joining
- Transition document is available to support understanding about our provision
- Stay and play for new reception children
- Parents are invited to a welcome meeting
- Buddy system is in place to support with movement around the school and playtimes

In supporting our pupils in transition within the school, we ensure the following:

- Handover meetings are arranged where teachers share strategies and progress data needed to allow the new teacher to plan appropriate provision
- Individual learning plans are shared and current provision is discussed
- Social stories are provided if a pupil needs support in understanding change
- Transition booklets and teacher and teaching assistant pen portraits are sent out to every pupil
- Parents are invited to a 'Meet the Teacher' session

In supporting our pupils in transition to secondary school, we ensure the following:

- There are opportunities for all pupils to visit their prospective secondary school
- Pupils with SEND are given additional visits, if required and where possible, so that they will become more confident in the new situation
- Representatives from local secondary schools are available for consultation before the time for transfer
- Representatives from local secondary schools are welcome to visit pupils in our setting
- SEND records are transferred following GDPR protocols
- Secondary School SENDCos are invited to all year 6 annual reviews
- Support from external agencies such as Horizon's Academy and MHST deliver transition programmes for identified pupils

Willow Bank also attend the Bexley SEND transition events held for both Early Years and secondary school transition.

The interventions we provide to support pupils are:

Communication and Interaction

- NELI
- BLAST
- Speech and language therapy
- Lego Therapy
- Attention and listening
- Intensive interaction

Cognition and Learning

- Toe-by-toe
- Little Wandle Phonics
- Clicker
- 1:1 reading
- Maths interventions
- English interventions

Social, Emotional and Mental Health

- Nurture
- Wellbeing dog interventions
- Draw and talk
- Time to talk
- Zones of Regulation
- Social skills
- Anger management
- Calm club (lunchtime provision)

Sensory and/or Physical

- Sensory room sessions
- Sensory circuit
- Jump Ahead

Teaching Assistants may be allocated to work with the child in a 1-1 or small focus group to target more specific needs. This will be in line with the funding available to the students, for example, through the EHCP or the school's devolved SEND funding.

The majority of our interventions are run in school, by school staff however, if your child has outside agencies involved, they may receive 1:1 or group specialist intervention.

Adaptations 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 teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, accessing teaching slides on iPads, providing scaffolds such as sentence stems, modelled examples and prompts
- Adapting our resources and staffing

We have implemented the use of technology (universal design for learning) to support children to access their learning. We have invested in Showbie, TT Rockstars and other Apple apps.

Our learning environment is adapted by including:

- Mixed ability seating to enable children to learn from each other
- Clearly defined areas, labelled trays and resources
- Class rules are displayed
- Use of visual support-signs/ pictures – lanyard symbols/class expectations/pictures to support learning
- Modelled examples on flip charts and working walls
- Whole class visual timetable that is consistent across the whole school
- Reflection area
- iPad with accessibility tools
- Sub-titles used during videos
- Visual timers

Some children may require targeted or specialist equipment that is bespoke to that pupil such as:

- Individual timetables
- Now/Next – Now/Next/Then – 1/2/3 – 1/2/3/4
- Task boards
- Pencil grips
- Chunky pencils/crayons/paint brushes
- Coloured overlays for books/computer screen/laptop overlays/ line tinted exercise books, reading rulers
- Pop up desk screens (for workstations)
- Sensory equipment such as ear-defenders Weighted blanket/objects Wobble cushion
- Writing slopes/slant boards
- Using alternative ways of recording such as laptops and iPads

Inclusivity in activities

At Willow Bank everything offered to pupils will be inclusive to all children, with all needs being carefully considered. We will take the necessary steps to ensure everyone can take part.

- Our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. This includes gardening clubs, sports clubs and music clubs

- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to go on all school trips throughout the year, with relevant support in place if needed
- 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.

We support pupils with disabilities in school by:

- Having sloped access to all external doors and wide doorways
- Disabled toilets within school
- Robust risk assessments in place to ensure safety of all pupils
- Adjustment of learning area to ensure access to learning and resources where appropriate

Please also see our Admissions Policy, our Accessibility Plan and our Equality Information and Objectives.

Supporting emotional and social development

We provide support for pupils to improve their emotional and social development in a range of ways, including the following:

- Relationships and Behaviour Lead and Wellbeing Coach are trained to deliver therapeutic and bespoke interventions
- Pupils with SEND are encouraged to be part of school and class leadership roles
- Youth Mental Health First Aiders
- Calm Club – lunchtime provision
- Family support

We have a zero-tolerance approach to bullying – please refer to our Anti-Bullying Policy.

We use a range of assessments e.g., Strengths and Difficulties questionnaire and Boxall Profiles to measure baseline and progress outcomes additional to academic data.

Online safety

At Willow Bank we recognise that some learners are more vulnerable online due to a range of factors. This may include, but is not limited to children in care, children with Special Educational Needs and Disabilities (SEND) or mental health needs, children with English as an additional language (EAL) and children experiencing trauma or loss. We therefore ensure that online safety is weaved throughout our curriculum and school culture.

The Deputy Headteacher for Inclusion accesses regular and appropriate training and support to ensure they recognise the additional risks that learners with SEND face online which is shared with staff.

When staff are teaching online safety, adaptations that can be made for learners with SEND are:

- Breaking down complex online safety issues and explaining them in greater detail
- Visual support or understanding through multimedia such as videos or sounds referencing safe and unsafe
- Exploring issues in a variety of contexts and approaches
- Providing more examples of safe and unsafe practices
- Ensuring constant reinforcement and repetition of key safety messages
- Adapting teaching resources and materials

More information can be found in our Online Safety Policy for the Trust.

Sexual violence and harassment

At Willow Bank we recognise that children with SEND can face additional safeguarding challenges and risks such as sexual violence and harassment.

When managing a safeguarding issue relating to a pupil with SEND, the DSL (Deputy Headteacher of Inclusion) will liaise with the SENDCo, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

More information can be found in our Child Protection and Safeguarding Policy for the Trust.

Evaluating effectiveness

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

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of provision
- Using pupil questionnaires
- Monitoring by the Deputy Headteacher of Inclusion and SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Handling complaints

Complaints about SEND provision in our schools should be made to the SENDCo and/or the Deputy Headteacher of Inclusion in the first instance. If the complaint is not resolved, the complainant will be directed to the school's complaints procedure.

Although we believe that any concerns/issues can be resolved in school, the parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Spending the budget

The SENDCo, Deputy Headteacher of Inclusion, Headteacher and School Business Manager ensure that the SEND budget is monitored and spent effectively at Willow Bank to make sure we are meeting the needs of our pupils. Spending may include but is not limited to additional staff, training providers, external agencies, resources and equipment.

Local Offer

Our local offer is published here: <http://www.bexleylocaloffer.uk/>

Due to having families who reside within the Greenwich borough please see their local offer published here: [Greenwich Local Offer Home Page](#)

Named contacts

Name of individual	Email address	Phone number
Candice Nembhard Deputy Headteacher Inclusion & DSL	cnembhard@watschools.org.uk	0208 320 1900
Maria Vega Gonzalez SEND Leader	mvegagonzalez@watschools.org.uk	0208 320 1900
Wes Crotty SEND Officer	Wes.Crotty@bexley.gov.uk	020 3045 4941