



WELLSPRINGS PRIMARY SCHOOL

SEND Information Report



What is the SEND Information Report?

The purpose of the SEND information report is to enable parents/carers and other visitors to our school website to find out how pupils with SEND are supported at Wellsprings.

Created in collaboration with stakeholders.

Mrs Holcombe (Inclusion Lead and SENCo) Mrs Budd (SEND Governor) Mr Lunn (Head Teacher) wider staff community, parents/carers, children and local Governor Committees.

Parent/Carers Questions FAQ	Key Information
<p>What kinds of SEND does Wellsprings provide for?</p>	<p>We are a fully inclusive mainstream nursery and Primary school that caters for all the needs of all children wishing to attend regardless of their specific needs.</p> <p>As identified in the SEND Code of Practice 2015 needs are broken down into four broad areas of need:</p> <ul style="list-style-type: none"> • Cognition and Learning: Moderate Learning Difficulties (MLD) Specific Learning difficulties (SpLD) Children with MLD have difficulties in learning across the curriculum and they may require support in all or most areas of the curriculum. This includes 'dyslexia and 'dyspraxia- DDS' Global Developmental Delay, working memory, processing needs. This definition will be used if we feel the difficulties are specific in nature and the difficulty ca range from mild to severe. • Communication and Interaction: Speech, Language and Communication needs (SLCN) learners with SLCN have difficulties in developing speech and communication. This can be a difficulty in expressive language with the development being delayed or disordered. This can be a difficulty in receptive language. The difficulty can be in speech production or in social communication. • Autism Spectrum Condition (ASC) • Social, Emotional and Mental Health (SEMH) ADHD, Emotional difficulties including high levels of anxiety, Adverse Childhood Experiences, Attachment Disorder • Sensory and or Physical Needs Physical Disability (PD) child will have diagnosed or identified physical disability. Some will be short term and respond to treatment, others are permanent. Hearing Impairments (HI), Visual Impairment (VI),
<p>How do you identify children with SEND?</p>	<p>Some individual's needs are identified before they start our nursery through Area SENDcos, Health Visitors or Portage. This may mean we hold a 'Pre-School Entry Planning (PSEP) meeting' to discuss how we can best prepare to meet the needs of the child. These meetings are also held for pupils who join us in Reception when they have had needs identify at another pre-school setting.</p> <p>We like to think of it as identifying children that have barriers to their learning and what steps we can put in place to reduce and remove those barriers. We continue to review by:</p> <ul style="list-style-type: none"> • Listening to children talk about their needs.

	<ul style="list-style-type: none"> • Observations of children interacting, behaviour and of differences in ability to access certain subjects. • Discussion within year group teams and with the SENCo. • Through discussion with parents and children. • By tracking the attainment and progress of all children within the school and highlighting those who are not achieving expected levels. • Through on-going assessments of children’s work. • Through professional judgment. <p>When deciding whether special educational provision is required, we follow the Somerset Graduated Response Flowchart.</p>
<p>How do you consult and involve pupils and their parent/carers?</p>	<p>Parent/carers views are welcomed at any time and if you have any concerns your first point of contact will be your child’s class teacher. All teachers are happy to discuss any concerns you may have and it is important that you share these with us. If you would like to book an appointment with our Inclusion Lead (SENCo), please contact her through the main school office. (office@wellsrings.somerset.sch.uk).</p> <p>We offer two parent/carers consultations Autumn and Spring Term and provide a written report in the Summer Term. In addition to this we also offer curriculum based parental workshops through the year. Beyond this for children with SEND, the class teacher and SENcco will meet you and provide support and advice regularly as needed.</p> <p>For children that have an Education Health and Care Plan (EHCP) have a statutory annual review with parents, class teacher, SENDCo and agencies involved to review your child’s needs, provision and outcomes as outlined in their EHCP.</p>
<p>How do you involve children with SEND in their own education?</p>	<p>Our children are at the heart of everything we do at Wellsprings. We always strive to include the child’s voice in any decision making. We encourage children with SEND to know and share their targets and develop skills to support their own learning. We listen to the child and build on their interests, children develop their own one-page profile with their class teacher and teaching assistant each year.</p>
<p>How will you support my child when they join Wellsprings?</p>	<p>For children joining the school in EYFS we work closely with feeder settings when children are due to start. For children with identified SEN at nursery we work with the Area Senco and hold School Entry Planning Meetings where clear actions and targets are set.</p>

	<table border="1" data-bbox="667 233 1877 397"> <tr> <td data-bbox="667 233 972 316">Welcome Information Evening</td> <td data-bbox="972 233 1279 316">Phone calls to nursery settings</td> <td data-bbox="1279 233 1585 316">Visits to nursery settings</td> <td data-bbox="1585 233 1877 316">SENCO information gathering</td> </tr> <tr> <td data-bbox="667 316 972 397">Stay and play sessions</td> <td data-bbox="972 316 1279 397">School Entry Planning Meetings</td> <td data-bbox="1279 316 1585 397">Staggered start times for some pupils</td> <td data-bbox="1585 316 1877 397">Bespoke visits</td> </tr> </table> <p data-bbox="521 443 2011 555">For children starting with us throughout the school year we always seek to talk with class teachers and SENCo from the previous setting to ensure we have all the relevant paperwork to aid a smooth transition. For children with an EHCP this process is lead through LA and consultation.</p>	Welcome Information Evening	Phone calls to nursery settings	Visits to nursery settings	SENCO information gathering	Stay and play sessions	School Entry Planning Meetings	Staggered start times for some pupils	Bespoke visits
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Stay and play sessions	School Entry Planning Meetings	Staggered start times for some pupils	Bespoke visits						
<p data-bbox="203 603 481 707">How do you support children when they leave us in Year 6?</p>	<p data-bbox="521 603 2011 746">We work closely with our local secondary schools and contact the school SENCo to ensure they know about any special arrangements r support needs to be made for the learner. We transfer SEND records to their new school as soon as possible. Where a child has a ECHP, the new school will be invited to attend the Annual Review prior to transition.</p> <table border="1" data-bbox="660 794 1883 994"> <tr> <td data-bbox="660 794 967 911">Meetings with the Year 7 Transition Lead</td> <td data-bbox="967 794 1272 911">SENCO meetings</td> <td data-bbox="1272 794 1576 911">DSL Meetings</td> <td data-bbox="1576 794 1883 911">Additional visits</td> </tr> <tr> <td data-bbox="660 911 967 994">Individual planning meetings</td> <td data-bbox="967 911 1272 994">Secondary visits to Wellsprings</td> <td data-bbox="1272 911 1576 994">SEN visit activities</td> <td data-bbox="1576 911 1883 994"></td> </tr> </table>	Meetings with the Year 7 Transition Lead	SENCO meetings	DSL Meetings	Additional visits	Individual planning meetings	Secondary visits to Wellsprings	SEN visit activities	
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Individual planning meetings	Secondary visits to Wellsprings	SEN visit activities							
<p data-bbox="203 1118 481 1222">How do you support transitions through school?</p>	<p data-bbox="521 1118 2022 1303">Towards the end of the school year transition meeting take place between teachers so they have all the information they need about the child’s strengths and needs. Teacher also have access through Provision Map to view current Learning Plans of children who will be starting their class the new academic year. Pupils also have opportunity to spend time in their new classroom with their new teacher. For some children we hold transition meetings for pupils, parents and teachers to meet. Some children find a transition book (social story) helpful to aid transition.</p>								

<p>How will you meet the needs of my child?</p>	<p>High Quality teaching underpins our provision for all children. Class teachers and teaching assistances are fully aware of potential barriers to learning, areas of strength and areas of development for all children with SEND through the use of One Page Profiles and Individual Learning Plans and the use of Somerset Graduated Response Tool (https://beta.somerset.gov.uk/the-graduated-response-tool/) to help overcome them.</p> <p>All children are expected to engage with their learning. Activities and learning are adapted to support learners achieve the appropriate outcomes. This might include pre-learning (introducing new vocabulary and key concepts before they are taught in class) and multi-sensory opportunities (using visual prompts, handling of objects/artefacts, songs/music) built into planning.</p> <p>Structured interventions are planned by class teachers and delivered mainly by Teaching Assistants to help children with children meet the targets in their ILPs and help overcome their barriers to learning.</p> <p>It may be appropriate from some children with SEND to access external alternative provision for some sessions e.g. Otterhead Forest School, Reach.</p>
<p>What training have staff had to support children with SEND?</p>	<ul style="list-style-type: none"> • Class teachers and teaching assistants have had RWInc phonics training to allow them to effectively teach whole class, small group and 1:1 phonics sessions; • All staff have completed Safeguarding training and Prevent training; • Key staff have been identified as first aider and have attended relevant training; • A number of the TAs have attended training on maths, ILI (Individualised Literacy Intervention). • The SENCo provides on-going training for all staff to allow them to effectively support children with a variety of learning needs. • Key staff have received training in the medical needs of children with epilepsy, shunt and specific personal care training. • All staff have received training on Emotion Coaching and Attachment Disorder in order to support children with social, emotional and mental health needs. • Key staff have received training from the AET (Autism Education Trust).

What specialist services and expertise are available at or accessed by the school?

The Ethnic Minority Achievement Service (EMAS) Offer support for people learning English as an Additional Language (EAL). The service run training courses to help develop expertise within schools and it has a resource library from which schools can borrow dual language books, bilingual dictionaries and cultural diversity book packs.

Integrated Therapy Service (ITS).

Children and Young People's Therapy, made up of children's speech and language therapists, occupational therapists, physiotherapists, therapy support practitioners and administrators. <https://www.somersetft.nhs.uk/children-and-young-peoples-therapy-service/>

Physical Impairment and Medical Support Team (PIMS) which is part of **SPOT (Sensory, Physical and Occupational Therapy) service**. Are a specialist team who work with children with a range of physical or medical conditions e.g. cerebral palsy, muscular dystrophy, cancer, epilepsy and diabetes or more temporary conditions e.g. those recovering from operations and accidents. They offer assessments, training and advice to schools and preschools to ensure that children are fully included in all aspects of school life.

Educational Psychologist (EP).

The Educational Psychology Service works with schools to support children and young people's learning, social, emotional and general development. They work closely with teachers, parents and other professionals to ensure a joined up approach is established,

Parent and Family Support Advisor (PFSA).

Our PFSA supports a number of families through advice and support for parents, carers and young people around issues and situations affecting school attendance, emotional well-being, behaviour and family advice. More information is available from our main school office.

Autism and Communication Team

Support for children with Autism and/or children with Speech and Language Communication Need (SLCN). Children's Autism Outreach Team (CAOT) parents can be referred to CAOT if their child has a Autism diagnosis.

Somerset Child and Adolescent Mental Health Service (CAMHS)

	<p>Offer a variety of teams and services for young people aged 0–18 years old who are struggling with their mental health.</p> <p>The Special Educational Needs and Disability Information, Advice and Support Service (SENDIAS) provides advice and information to young people, and parents whose children have Special Educational Needs. They provide impartial and factual support on all aspects of the SEN framework to help parents and young people play an active and informed role in their child’s or their own education.</p> <p>Children’s Community and Special Nursing Services work in partnership with parents and other multi-agency professionals to make sure the special needs of sick children are met. We provide skilled, high quality nursing care and advice and support for families with children aged 0– 18 years who have acute or chronic conditions</p> <p>Health Visitors Offer advice and support for children up to their 5th Birthday.</p>
<p>What support is there for my child’s overall wellbeing?</p>	<ul style="list-style-type: none"> • We have identified first aiders throughout each phase of school. • Children from Reception-Year 6 have weekly PSHE lessons. • We have experience and trained ELSA (Emotional Literacy Support Assistants) who can deliver individualised support programmes of extra pastoral support to meet the needs of children in our care. • We have a behaviour policy that promotes positive behaviours. • Mental Health Champion/Lead, Mrs Elaine Price Bates.
<p>How do you know if the provision you have made for SEND is effective?</p>	<p>Through following Somersets Gradual Approach we adhere to cycles of Assess, Plan, DO and Review. (See SEND policy for more information).</p> <p>Through these cycles children with SEND are monitored and assessed according to their targets and longer-term outcomes. To ensure that provision in place is effective. We regularly monitor interventions to check the progress of learners from their starting point to the end of the intervention. The provision is regularly reviewed and adapted where needed. Parents and carers will be kept informed termly through their child’s Individual Learning Plan.</p>
<p>How accessible is the school and its facilities and how will my child be included</p>	<p>We complete a biannual accessibility self-audit see our accessibility Policy/Plan</p>

<p>in activities outside the classroom, including school trips?</p>	<p>Careful thought is given by each class teacher to ensure all children are included in activities outside the classroom including school trips. Risk assessments are completed for all school trips with children with SEND being explicitly planned for where necessary.</p> <p>When planning activities outside of the classroom and school trips we welcome and seek parental advice.</p>
<p>What do I do if I am not happy with the support my child receives?</p>	<p>Your child's class teacher is the first person to speak to regarding any concerns about their provision or progress. The class teacher works with them every day and therefore knows them best, and the SENco co-ordinates provision and support and facilitates assessments and involvement from other agencies for additional support and advice. Further information is available in our complaints policy.</p>

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Accessibility Plan
- Pupil Medication and Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Behaviour and SEMH Policy

Legislation and Guidance taken into account when compiling this report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Date presented to/approved by Governing Body: Autumn 2023

Date of next review: Autumn 2024