

School Name: Wickersley St Alban's C of E Primary School**Address: Morthen Road, Wickersley S66 1EU****Contact details: Telephone: 01709 542878****Email: wsa@rotherham.gov.uk****Website: stalbanschool.co.uk****Age Group: 3-11****Number on roll: 249 Number on SEN register: 11 No with EHCP: 1****SEN Coordinator: Jane Moore****Lead Governor for SEND: Deborah Thompson****Link to current SEND policy:****Do you focus on a particular specialism within school? If so, what? N/A****Any Additional Information:**Please provide the name and email of a contact should any of the information provided lead to a query: Alison Adair, HeadTeacher, saadair@rgfl.org**Summary of Services/Support at Wickersley St Alban's C of E Primary School***Please include in the boxes below all provision school makes including within literacy and numeracy and use of any services external to school.*

		Universal	Additional School Support (no EHC plan)	With EHC
Communication and Interaction Needs	Autistic Spectrum Condition	Support from the ACT service, class targets and guidance for unstructured times of play.	Behaviour support provides social group interventions and bonding through play sessions	Direct and frequent social group interventions.
	Speech, Language and Communication Needs	1:1 phonics interventions, referral to Speech and Language Therapy.	Learning Support Interventions working towards speech and language IEP targets.	Learning Support Interventions and additional 1:1 communication and language interventions.

Cognition and Learning Needs	Moderate Learning Needs	Differentiated teaching to match learning needs.	Learning support interventions working towards and individual provision map.	Daily 1:1 IEP target intervention with a Key Worker. Personalised Education plan and timetable.
	Specific Learning Difficulties	Visual aids and individual learning support tools in each classroom. Access to learning targets.	IEP targets met during LSI interventions three times a week and during differentiated class learning.	Daily 1:1 target interventions with a LSI teacher. Personalised Education plan and timetable.
Social, Emotional and Mental Health Needs	Social Needs	Pastoral care from the trained HLTA. Weekly social intervention groups.	Working towards IEP targets, relating to PIVATS during weekly social group interventions.	
	Emotional Needs	Pastoral care from the trained HLTA. 1:1 support.	Teaching assistants provide additional support for emotional needs as needed	
	Mental Health Needs (low occurrence)	In school support from the HLTA .		Access to the Educational Psychologist.
Sensory and Physical Needs	Hearing Impairment Needs	N/A		
	Visual Impairment Needs	N/A		
	Multi-Sensory Impairment Needs	N/A		
Physical and Medical Needs	Physical Needs	N/A		
	Medical Needs	An individual health care plan is to be made which is accessible to all members of staff.	A Key Worker is also assigned to deal with any additional needs and medication allocations.	n/a

Type of Support	Details
Whole school Behaviour Strategy/System	<p>The behaviour policy within school supports a positive reward system and the use of praise to encourage appropriate behaviours.</p> <p>With support from the Educational Psychologist and the ACT service, individual behaviour support plans with positive consequences have been formulated.</p>
Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND	<p>All children are taught within mixed ability mainstream classes alongside their peers. Learning is differentiated in accordance with IEP targets and class based provision maps. Groupings within class match children of similar abilities to work towards a group target. Peer support and the use of talk partners is an integral part of classroom practise and independence is modelled and praised often.</p>
Support/supervision at unstructured times of the day including personal care	<p>HLTA, Fiona Brotherton, is available to provide pastoral care to individual pupils with specific emotional or behavioural issues at unstructured times of the day.</p> <p>All children are given the opportunity to play outdoors with adult support from on duty Teachers/Teaching Assistant/Lunch Time Supervisors, who are all briefed on the needs of individual learners.</p> <p>Also, a peer group called, 'Playground Buddies', is available for children to independently access. This includes children of a particularly caring temperament to help others to interact.</p>
Planning for, assessment of, and identification of children with SEND	<p>Planning for the individual needs of learners is conducted by the Class Teacher taking into consideration the targets on their Individual Education Plan. These targets are also planned into Learning Support Interventions by the designated LSI Teacher in conjunction with Class Teachers. LSI interventions take place 3 times a week, at the end of the week's intervention sessions for LSI, the LSI co-ordinator reports the progress of the children against their IEP targets to the Class Teacher. This formulates AFL for next weeks planning for both in class differentiation and intervention programmes.</p> <p>The progress of SEN learners in accordance to NC levels and EYFS levels is assessed summatively every half term. The Class Teacher and Head Teacher take part in a data analysis meeting to identify the level of progress and attainment of individuals and plan the next steps forward to close any gaps.</p> <p>Information gathered from these meetings is then shared between Head Teacher, SENCO and Governors. The outcomes of the data analysis formulate the basis of the provision map for the next half term.</p> <p>Concerns are raised if a child is identified to be making no level progress even when teaching is targeted at a child's particular area of need, if a child demonstrates a difficulty in Literacy or Maths skills which affects other curriculum areas or EYFS baseline assessments indicate future</p>

	<p>areas of concern. Also considering any sensory or physical problems which show no signs of progress despite targeted support, persistent emotional or behavioural issues which impact upon learning or communication or interaction difficulties which do not show progress despite a change in curriculum. If one of these issues is alerted then a cause for concern form and ongoing class based observations and assessments are carried out by the Class Teacher alongside an observation from the SENCO. If a significant need is presented or if there is external agency involvement, children will then be registered as Early Years/School Action or Early Years/School Action Plus after discussion with parents and all professionals involved with the child.</p> <p>A diary of intervention is kept for each individual child to register and record and support given within school or by external agencies at each stage.</p> <p>The HeadTeacher, SENCO, Class Teacher and LSI Teacher then discuss any further approaches to planning which could address areas of need for the child such as differentiated learning materials, group or individual support, staff development or training or access to LEA support services.</p>
<p>Staff training for meeting needs of children with SEND</p>	<p>Specific training for Read, Write, Inc phonics was provided for some key staff this year to support the development of reading efficiency for children in all Key Stages. KS2 staff work with 1:1 and small groups of SEND learners in the Fresh Start Programme and KS1/EYFS staff work 1:1 in interventions for SEND learners.</p> <p>The Lead teacher from the Autism Resource at Flanderwell has provided Autism training for Teaching assistants.</p> <p>Individual Teaching Assistants have received training in guided reading, Better Reading, Read Write Inc, Springboard maths, and had bespoke training on assessing levels.</p> <p>Regular updates on any significant areas of concern or praise of good development are shared within staff meetings.</p>
<p>Liaison/communication with parents</p>	<p>Parents views and contributions are valued highly and we believe they are a crucial contribution to the outcome of progress for SEND learners. Therefore, parents are invited to a cycle of termly reviews for School Action Plus and Annual Statement Reviews to discuss any concerns or needs.</p> <p>Parents have the opportunity to provide a written record of their views if they wish.</p> <p>In the meetings, parents discuss the progress of the child towards their IEP target and professionals share the specific teaching approaches or intervention styles which have been implemented within the last term.</p> <p>Parents are encouraged to primarily contact their child's Class Teacher with any concerns over their child's learning. Alternatively, the SENCO is available to be</p>

	<p>contacted for any specific queries at all times through before/after school meetings or phone calls.</p> <p>Intermittent meetings, between termly reviews, have been arranged with Parents, Class Teacher, SENCO, Learning Support Mentor and senior Leadership to broach any matters that are of concern.</p>
Liaison/communication with children and young people	<p>The LSI Teacher and Learning Support work closely with the children to discuss their views on their areas of strength and development. The styles of learning are considered for individual children when approaching LSI interventions and differentiated classroom resources.</p> <p>Within review meetings, the Class Teacher shares the child's views on their current level of learning and their emotional and social welfare.</p>
Liaison/communication with External Services	<p>The school will deliberate whether the child's learning needs can be addressed within differentiated school provision, implementing a variety of learning approaches or targeted learning combined with a series of class based observations and assessments before approaching external agencies.</p> <p>When school seeks the support of external agencies, the records of intervention are shared with the professional.</p> <p>Any reports or evaluations for external agencies are shared with Head Teacher, SENCO, Class Teacher/TA and parents as soon as possible. These targets then form the basis or influence adaptation of IEP targets.</p>
Access to medical intervention or provision for medical needs	<p>All staff who work with the child, including class based and dinnertime staff, are aware of their individual medical plan which is easily accessible in the Head Teachers office and in the class based SEN file. The plan is made readily available to any supply Teaching staff or external agency staff.</p> <p>Individual Health Care plans will be provided for children where necessary and in consultation with parents and healthcare professionals. These plans provide information on the symptoms, signs, triggers and treatment of specific conditions and the needs and specific level of support required for each child.</p> <p>These documents are consistently reviewed and updated in the case of any new diagnosis, periods of absence or change to medication/level of support.</p> <p>In relation to school trips, a specific risk assessment will be devised based on the information provided in the IHC plan and in consultation with parents.</p>
Transition Provision	<p>The school has very good links with the local Secondary School. Representatives from Wickersley Comprehensive school are invited to the reviews of any KS2 SEND children where parents request support and guidance for the future. Children entering the EYFS receive an initial baseline assessment and any areas of concerns which are raised are closely monitored. Feeder early years providers are asked to provide any prior information on the needs of children.</p>

	The records of SEN will be forwarded to the school as soon as possible and the school will be contacted following a transfer to another school of a SEN pupil.
Post 16+ Provision (where applicable)	N/A
Transport Provision (where applicable)	N/A

Please add any further information you would wish parents and young people to know about the SEND offer in your setting in the additional boxes provided.