

# Our Ambitious SEND Offer

**School Name:** Wickersley St Alban's C of E Primary School

**Address:** Morthen Road, Wickersley, Rotherham, S66 1EU

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**Age Group:** 3-11

**Number on roll:** 244 (including nursery) **Number on SEN register:** 24

**Number with EHCP:** 5

**SEN Coordinator:** Mrs Rachel Cooper Email: [sendco@sap.dsat.education](mailto:sendco@sap.dsat.education)

Name and email of a contact should any of the information provided lead to a query: Amy Gurner, Headteacher - [stalbands@sap.dsat.education](mailto:stalbands@sap.dsat.education)

## Summary of Services/Support at Wickersley St Alban's C of E Primary School

Communication and Interaction	
Area of Need	Autism
Universal	<ul style="list-style-type: none"><li>• Class targets and guidance for unstructured times of play, visual timetables for structure throughout the day.</li><li>• Use of social stories.</li><li>• All staff are aware that sensory differences can affect children's wellbeing and behaviour</li><li>• Consideration is given to the learning environment – signage, background noise, personal space, classroom layout, displays</li><li>• There are learning breaks and opportunities to move around</li><li>• There are clear plans for the lesson/day/week/term so children know what to expect</li><li>• There is consistency amongst staff around rewards, routine, language and approach</li><li>• There is Quality first teaching</li></ul>
Targeted (without EHCP)	<ul style="list-style-type: none"><li>• Social group interventions and bonding through play sessions.</li><li>• Support from Specialist Inclusion Team/EPS/Aspire services.</li><li>• Daily 'meet and greet' with an adult is offered</li><li>• There are adjustments allowed to uniform if needed e.g. due to sensory differences</li><li>• Sensory breaks are built in to the day and access to fiddle toys or other sensory support strategies are provided if needed</li><li>• Access to a learning mentor and/or nurture group may be helpful</li></ul>

	<ul style="list-style-type: none"> <li>• Personalised visual reminders, timers, resources and rewards to develop independence are available</li> <li>• Adjustments to seating may be put in place e.g. move'n'sit cushion</li> <li>• Staff consider how sensory issues may be affecting a child's learning and behaviour e.g. complete a sensory observation checklist</li> <li>• Consideration is given to whether technological aids would be useful</li> <li>• Pre and post teaching is available to enable engagement with learning in the classroom.</li> <li>• Adults adapt their communication style to meet the needs of an individual child e.g. chunking information, giving extra time, differentiated questioning.</li> <li>• Flexibility of groupings allows for buddies, good role models and focused teaching</li> <li>• Advice or programmes from external agencies are supported by school staff and incorporated into the child's individual plan.</li> <li>• The SENDCo/teacher carries out lesson observations to identify any key areas to address</li> <li>• There is use of additional and personalised visual support e.g. visual timetables, signs and symbols, choice boards</li> <li>• Some timetabled adult support for learning and to aid the development of positive relationships, including peer to peer social interaction, is available</li> </ul>
<b>Specialist</b> (with EHCP)	<ul style="list-style-type: none"> <li>• Designated support worker.</li> <li>• Small group and/or 1:1 work where appropriate.</li> <li>• There is enhanced use of structure such as individual visual timetables, visual sequences and lists, workstations and rewards to develop independence</li> <li>• There is access to an environment where the social demands are reduced</li> <li>• Access to highly skilled/trained staff that are familiar with the needs of children and young people with social communication and interaction needs is available</li> <li>• Additional adult support is offered, under the direction of the teacher, to work on modified curriculum tasks/access regular individual support and promote independence</li> <li>• Provision to meet sensory needs is in place, as appropriate and advised</li> <li>• There is use of a flexible, personalised timetable and bespoke programme</li> <li>• A significantly differentiated curriculum is offered with a high emphasis on social communication and social skills development incorporating specialist advice</li> <li>• Advice from external agencies is implemented and recorded, including targeted programmes in some cases</li> <li>• Regular structured small group intervention is available to develop and reinforce social skills – with the right level of adult support to meet individual needs</li> </ul>

Area of Need	<b>Speech and Language</b>
<b>Universal</b>	<ul style="list-style-type: none"> <li>• Class based/group phonics programmes and interventions.</li> <li>• Referral to Speech and Language Therapy services.</li> <li>• Children are given lots of reasons and motivations to communicate.</li> <li>• There are plenty of opportunities to practice communicating for different reasons and learning to use different styles.</li> <li>• Adults listen actively to children and model how to be a good communicator.</li> <li>• Children and young people are encouraged to use good listening skills, and to use self-help strategies to support their understanding</li> <li>• New language and vocabulary linked to the curriculum is explicitly taught and discussed.</li> </ul>
<b>Targeted</b> (without EHCP)	<ul style="list-style-type: none"> <li>• Specialist Inclusion Team/Speech and Language Interventions working towards speech and language targets to support in to learning in class.</li> <li>• Adults adapt their communication style to meet the needs of an individual child.</li> <li>• Use of additional visual support e.g. visual timetables, signs and symbols, choice boards.</li> <li>• Additional structured teaching of language and communication skills for children who need it e.g. topic vocabulary, constructing a story.</li> <li>• There is a differentiated curriculum which may be modified in some areas, to consider speech and language needs.</li> <li>• The pace of verbal delivery is matched to the learner's needs.</li> <li>• There are opportunities for small group / individual work.</li> <li>• Targeted interventions may be offered which may involve liaison with outside agencies e.g. a speech and language therapy programme.</li> <li>• Alternative forms of responses (including non-verbal responses) are accepted to give credit for understanding and comprehension.</li> <li>• Children's strengths in non-verbal areas are discovered and celebrated.</li> </ul>
<b>Specialist</b> (with EHCP)	<ul style="list-style-type: none"> <li>• Inclusion team/Speech and Language Interventions</li> <li>• additional 1:1 communication and language interventions.</li> <li>• Targeted programmes delivered on a daily basis.</li> <li>• Specific curriculum approaches designed to meet individual needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Significant use of communication aids, e.g. technology, signs and symbols or signing to aid communication and create a Total Communication environment.</li> <li>• Staff who have a full understanding of the child's individual needs.</li> <li>• Bespoke adaptation of the classroom environment to meet the child's specific assessed needs.</li> <li>• Direct advice from a Speech and Language Therapist/Educational Psychologist.</li> <li>• Additional adult support may be required in the classroom.</li> <li>• Technology may be used to aid communication</li> </ul>
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<b>Cognition and Learning</b>	
<b>Area of Need</b>	<b>Moderate Learning Needs</b>
<b>Universal</b>	<ul style="list-style-type: none"> <li>• Adaptive teaching/TA support to match learning needs.</li> <li>• Use of practical resources.</li> <li>• Referral to LSS/EPS for advice.</li> <li>• Use of visual supports, e.g. timetables, sequences, consistent symbols, colour coding, checklists and calendars.</li> <li>• Explicit links made to previous learning.</li> <li>• Time to process and respond. Tasks are clearly explained, modelled and scaffolded.</li> <li>• Parents/carers are encouraged to support and share information about learning and development at home.</li> <li>• Pupil and parent/carer views about progress in learning is regularly sought.</li> <li>• Language is modified to reduce demands on working memory &gt; and processing.</li> <li>• Planning considers ways of minimising or reducing barriers so that all pupils can fully take part and learn.</li> <li>• Regular and precise assessments of progress so that suitably challenging activities are effectively planned.</li> </ul>
<b>Targeted</b> (without EHCP)	<ul style="list-style-type: none"> <li>• Specialist Inclusion Team/EPS target and review</li> <li>• Personal Targets</li> <li>• Learning/movement breaks &gt; are built in to support with concentration and to enable better engagement with the lesson.</li> <li>• Cued into learning as appropriate, e.g. using their name before giving instructions and/or using visual cues and prompts.</li> </ul>

	<ul style="list-style-type: none"> <li>• Praise for effort and achievement as they may have had to work twice as hard to produce half as much as their peers.</li> <li>• Close home-school links, to have awareness of changes in home circumstances that may impact on progress.</li> </ul>
<b>Specialist</b> (with EHCP)	<ul style="list-style-type: none"> <li>• Daily small group or 1:1 target intervention with a named adult.</li> <li>• Personalised Education plan and timetable.</li> <li>• Provide and explicitly teach and support the use of resources which will develop independent learning skills.</li> <li>• Additional pastoral support in place to focus on personal curriculum targets.</li> <li>• Regular 'check ins' with specific positive praise using the language of success.</li> <li>• Highly individualised learning programme developed by the SENDCo with support from external practitioners as required. This will assist with assessment, monitoring, planning and provision.</li> <li>• All staff are familiar with learning need and individualised targets so that interventions support their class-based work.</li> </ul>
<b>Area of Need</b>	<b>Specific Learning Difficulties</b>
<b>Universal</b>	<ul style="list-style-type: none"> <li>• Visual aids and individual learning support tools in each classroom.</li> <li>• Practical resources and equipment – coloured overlays, reading rulers, talk boxes.</li> <li>• Referral to LSS for advice and support.</li> <li>• There is a structured phonics programme in place, e.g. Letters and Sounds or Read, Write Inc.</li> <li>• Reading comprehension is taught through the shared and paired reading of texts that will challenge them, until they are able to access these independently.</li> <li>• A paired reading approach &gt; is used to develop confidence.</li> <li>• Repeated modelling/opportunities to practice handwriting.</li> <li>• Concrete resources are provided, e.g. number lines, objects, counters, Numicon, Cuisenaire rods and Dienes.</li> <li>• Time to jot down key points/calculations.</li> <li>• Repetition and reinforcement to embed the meaning of new concepts before moving on.</li> <li>• An understanding of maths facts is reinforced using diagrams and models.</li> </ul>

	<ul style="list-style-type: none"> <li>New learning is linked with what they already know at the start of the lesson.</li> </ul>
<b>Targeted</b> (without EHCP)	<ul style="list-style-type: none"> <li>Involvement of SIT/Personal targets met during interventions three times a week and during differentiated class learning.</li> <li>There is access to additional equipment to support reading</li> <li>Support for writing is provided, e.g. assistive technology, Clicker, well-directed teaching assistants &gt; and scribes.</li> <li>Possible referral to Rotherham Enhanced Action for Dyslexia (READ)</li> <li>Resources, such as times tables and number squares, to allow access to higher levels of math.</li> <li>Time to discuss mathematical errors/misconceptions&gt; to prevent them becoming inhibited by fear of making mistakes.</li> <li>The same concept or process is presented with a variety of words, symbols, models and images.</li> <li>Mathematical symbols are presented in different colours to prevent confusion between symbols where a difference in orientation is all that distinguishes one from another, e.g. + and x.</li> </ul>
<b>Specialist</b> (with EHCP)	<ul style="list-style-type: none"> <li>Daily small group/1:1 target intervention with a named adult.</li> <li>Personalised Education plan and timetable.</li> <li>There are opportunities to access learning across the curriculum which are not literacy based.</li> <li>There is direct intervention to target identified needs.</li> <li>Regular checks to ensure understanding.</li> <li>Recording using numeral cards or circling numerals on number lines rather than writing them.</li> <li>Timetabled sessions to revise and consolidate what has been learned that includes game-based activities with concrete apparatus.</li> <li>Highly skilled/trained staff that are familiar with the needs of pupils with mathematical needs.</li> </ul>

<b>Social, Emotional and Mental Health</b>	
<b>Area of Need</b>	<b>Social Needs</b>
<b>Universal</b>	<ul style="list-style-type: none"> <li>Pastoral care from TA or teacher.</li> </ul>

	<ul style="list-style-type: none"> <li>• Social intervention groups are arranged where needed.</li> <li>• Play time and Lunch time buddy system</li> <li>• Use of Circle of Friends intervention</li> <li>• All staff are made aware of students SEMH needs that may affect their wellbeing and behaviour, securing evidence of adaption to support</li> </ul>
<b>Targeted</b> (without EHCP)	<ul style="list-style-type: none"> <li>• Working towards targets, during social group interventions</li> <li>• Use of social stories.</li> <li>• Referral CAMHS, SIT and EPS as appropriate.</li> </ul>
<b>Specialist</b> (with EHCP)	<ul style="list-style-type: none"> <li>• Small group work</li> <li>• 1:1 with named adult tailored to EHCP targets.</li> <li>• Support during unstructured times of the day</li> <li>• Access to specialist support of external agencies e.g. EPS, Mind, WMIM, SEMH OutReach, CAMHS</li> </ul>
<b>Area of Need</b>	<b>Emotional Needs</b>
<b>Universal</b>	<ul style="list-style-type: none"> <li>• 1:1 pastoral care from TA</li> <li>• 'Check in' time from Teachers/TAs – PSHE, Circle Time, assemblies</li> <li>• Emotional check in books</li> <li>• Use of 'Happy Breathing' techniques</li> <li>• All staff are made aware of students SEMH needs that may affect their wellbeing and behaviour, securing evidence of adaption to support</li> </ul>
<b>Targeted</b> (without EHCP)	<ul style="list-style-type: none"> <li>• Adapting classroom adult structure to provide a named adult for emotional support.</li> <li>• Weekly social group interventions – social stories, SIT, CAMHS and EPS involvement as appropriate.</li> <li>• Access to a safe base to calm and regulate</li> </ul>
<b>Specialist</b> (with EHCP)	<ul style="list-style-type: none"> <li>• As additional school support, including small group work and 1:1 with named adult tailored to EHCP targets.</li> <li>• Access to specialist support of external agencies e.g. EPS, Mind, WMIM, SEMH OutReach, CAMHS</li> </ul>
<b>Area of Need</b>	<b>Mental Health Needs</b>
<b>Universal</b>	<ul style="list-style-type: none"> <li>• In school support from trained TA or SLT.</li> <li>• Adult support with recognising emotions behind the behaviours, for example 'wondering out loud' or using <u>emotion coaching</u> &gt;</li> </ul>

	<ul style="list-style-type: none"> <li>• A key adult within settings to build a positive relationship and provide daily contact/check-in and weekly mentoring</li> <li>• All staff are made aware of students SEMH needs that may affect their wellbeing and behaviour, securing evidence of adaption to support</li> <li>•</li> </ul>
<b>Targeted</b> (without EHCP)	<ul style="list-style-type: none"> <li>• Access to MIND service.</li> <li>• Targets</li> <li>• CAMHS, SIT and EPS involvement as appropriate</li> <li>• Sensory breaks and physical repetitive sensory activities to relax and calm</li> <li>•</li> </ul>
<b>Specialist</b> (with EHCP)	<ul style="list-style-type: none"> <li>• Additional school support, including small group work and 1:1 with named adult tailored to EHCP targets.</li> <li>• Access to the Educational Psychologist and MIND.</li> <li>• Access to specialist support of external agencies e.g. EPS, Mind, WMIM, SEMH OutReach, CAMHS</li> </ul>

<b>Sensory and Physical Needs</b>	
<b>Area of Need</b>	<b>Hearing Impairment</b>
<b>Universal</b>	<ul style="list-style-type: none"> <li>• Referrals made to Hearing Impaired Service.</li> <li>• Make sure that you have the child's attention before you start talking, speak clearly and at your normal level and pace.</li> <li>• sits where they can easily see your face when you are speaking.</li> <li>• avoid turning away from them (e.g. to write on the board) if you are talking.</li> <li>• close the door or window if there is any noise outside.</li> </ul>
<b>Targeted</b> (without EHCP)	<ul style="list-style-type: none"> <li>• Support and advice from Hearing Impaired Service when required.</li> </ul>
<b>Specialist</b> (with EHCP)	<ul style="list-style-type: none"> <li>• Daily Small group and / or 1:1 target intervention with a named adult supporting.</li> <li>• Personalised Education Plan, provision map, tailored to EHCP targets.</li> <li>• Access to Hearing Impaired Service</li> </ul>
<b>Area of Need</b>	<b>Visual Impairment</b>
<b>Universal</b>	<ul style="list-style-type: none"> <li>• Referrals made to visually impaired service.</li> </ul>



	<ul style="list-style-type: none"> <li>• Different seating arrangements to help them see whiteboards</li> <li>• Reminders to wear their glasses</li> <li>• Written/graphic materials with good contrast and clear bold outlines.</li> </ul>
<b>Targeted</b> (without EHCP)	<ul style="list-style-type: none"> <li>• Support and advice from visually impaired service when required.</li> <li>• Large printed handout materials or audio books for reading.</li> <li>• Someone to assist in taking notes.</li> <li>• Someone to read information to them.</li> </ul>
<b>Specialist</b> (with EHCP)	<ul style="list-style-type: none"> <li>• Daily Small group and / or 1:1 target intervention with a named adult supporting.</li> <li>• Personalised Education Plan, provision map, tailored to EHCP targets.</li> </ul>
<b>Area of Need</b>	<b>Multi-Sensory</b>
<b>Universal</b>	<ul style="list-style-type: none"> <li>• There are quiet places for children to go at break times or to have lunch</li> <li>• Whole school/class approaches e.g. Brain Gym, Big moves, Smart Moves, Sensory Circuits, Yoga, could be considered</li> <li>• All staff are aware that sensory differences can affect children's wellbeing and behaviour</li> <li>• There is a flexible approach to teaching and learning which uses all senses – listening, seeing, doing and feeling – to accommodate individual differences and provide variety through the school day</li> </ul>
<b>Targeted</b> (without EHCP)	<ul style="list-style-type: none"> <li>• Use of additional visual support e.g. visual timetables, class instructions written down to support auditory information</li> <li>• Staff consider how sensory issues may be affecting a child's learning and behaviour e.g. complete a sensory observation checklist</li> <li>• There are quiet places in school where children can go if they feel overwhelmed</li> <li>• Some children may benefit from fiddle toys to aid concentration and should be available at all times</li> <li>• Some children may benefit from sitting on a move n sit wedge cushion to allow subtle movement in their chair</li> <li>• Different ways of recording are accepted to give credit for understanding and comprehension when writing is too overwhelming.</li> <li>• There are opportunities for small group / individual work</li> </ul>

	<ul style="list-style-type: none"> <li>• Learning (movement) breaks should be offered so the student has the opportunity to move around, meeting their sensory need "to move" to be able to focus.</li> <li>• Alternative forms of agreed responses (including non-verbal responses) between the teacher and student, (when the student is feeling overwhelmed and needs to leave the room)</li> </ul>
<b>Specialist</b> (with EHCP)	<ul style="list-style-type: none"> <li>• Check whether the child needs adaptations to seating and equipment e.g. pen grips, sloping board, move n sit cushion, to feel comfortable</li> <li>• Use of additional visual support e.g. signs and symbols, choice boards</li> <li>• Social stories are used to explain expectations and ways of dealing with situations</li> <li>• A sensory profile completed by one of the specialist services supporting the child with recommended sensory strategies for in and out of the classroom setting.</li> <li>• A highly differentiated / modified curriculum which takes into account the individual's sensory needs as well as needs in other areas</li> <li>• Additional adult support may be required in the classroom – to help the child stay calm and focus and to recover if they have become distressed.</li> </ul>

<b>Physical and Medical Needs</b>	
<b>Area of Need</b>	<b>Physical</b>
<b>Universal</b>	<ul style="list-style-type: none"> <li>• All staff are aware that physical needs can affect children's wellbeing and behaviour and this is part of observation and assessment</li> <li>• There are alternatives to sitting on the floor</li> <li>• Key equipment and seating in the classroom are organised to make it easy for children to move around and aid their independence</li> <li>• Furniture and fittings are appropriate to the abilities and age of the children e.g. chair size, taps, handrails, steps and ramps</li> <li>• There are opportunities for movement and learning breaks</li> </ul>
<b>Targeted</b> (without EHCP)	<ul style="list-style-type: none"> <li>• Additional supervision is available in line with individual need during the day and at unstructured periods, e.g. indoor /</li> </ul>

	<p>outdoor and free flow, to ensure safety and support participation</p> <ul style="list-style-type: none"> <li>• Support for self-care needs when required</li> <li>• Advice from external agencies is implemented in the classroom, including adaptations to seating and use of additional equipment if needed</li> </ul>
<b>Specialist</b> (with EHCP)	<ul style="list-style-type: none"> <li>• Close supervision to address safety and access in PE, during free-flow indoor/outdoor periods and unstructured periods of the day, e.g. break times.</li> <li>• Support to address self-care needs with a focus on privacy, dignity and promoting independence.</li> <li>• School undertakes risk assessments as required, e.g. for emergency evacuation.</li> <li>• Physiotherapy and/or occupational therapy advice integrated into the child or young person's personal programme, with specific time allocated to this as required.</li> <li>• Additional adults support the young person individually, under the direction of the teacher</li> </ul>
<b>Area of Need</b>	<b>Medical</b>
<b>Universal</b>	<ul style="list-style-type: none"> <li>• Visual aids and individual learning support tools in each classroom.</li> <li>• Practical resources and equipment – coloured overlays, reading rulers, talk boxes.</li> <li>• Referral to SIT for advice and support.</li> </ul>
<b>Targeted</b> (without EHCP)	<ul style="list-style-type: none"> <li>• Involvement of SIT/Personal targets met during interventions three times a week and during differentiated class learning.</li> </ul>
<b>Specialist</b> (with EHCP)	<ul style="list-style-type: none"> <li>• Daily small group/1:1 target intervention with a named adult.</li> <li>• Personalised Education plan and timetable.</li> <li>• Involvement of Specialist nurses.</li> <li>• Individual healthcare plan</li> </ul>

<b>Type of Support and Details of Provision</b>
<b>Whole school Behaviour Strategy/System</b>
The behaviour policy within school supports a positive reward system and the use of praise to encourage appropriate behaviours. Children work towards Special Mentions celebrations.

<b>Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND</b>
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All children are taught within mixed ability mainstream classes alongside their peers, with access to a broad and balanced curriculum.
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Peer support and the use of talk partners is an integral part of classroom practise and independence is modelled and praised often.
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Quality First Teaching and adaptive practice is prevalent in all classrooms.
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<b>Support/supervision at unstructured times of the day including personal care</b>
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All children are given the opportunity to play outdoors with adult support from on duty Teachers/Teaching
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Assistant/Lunch Time Supervisors, who are all briefed on the needs of individual learners.
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Also, a peer group called, 'Playground Buddies', is available for children to independently access.
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This includes children of a particularly caring temperament to help others to interact.
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<b>Planning for, assessment of, and identification of children with SEND</b>
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Planning for the individual needs of learners is conducted by the Class Teacher taking into consideration the targets on their Personal Targets.
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A graduated approach towards the identification, assessment and planning for children with SEND is current practice in school. Children may be identified by their class teacher/parents as having additional needs. Appropriate actions are then taken to address the needs - targets are set, provision provided and these are reviewed and evaluated regularly as part of the assessment process. If a child continues to cause concern, this is discussed with parents and the child is then placed on the SEN register. Advice from the SENDCo is shared and further advice is also requested from appropriate outside agencies.
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The progress of all learners is assessed every half term. The Class Teacher, Head Teacher and SENDCo, take part in pupil progress meetings, using knowledge of all learners alongside data analysis, to identify the level of progress and attainment of individuals and plan the next steps forward to narrow/close any gaps.
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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.
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If a significant need is presented, or if there is external agency involvement, children will then be registered as Informal SEN, or Formal SEN Support after discussion with parents and all professionals involved with the child.
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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.
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The Head Teacher, SENDCo, Class Teacher and SIT 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.
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### **Staff training for meeting needs of children with SEND**

Specific training for Read, Write, Inc phonics was provided for some key staff to support the development of reading efficiency for children in all Key Stages.

Regular updates on any significant areas of concern or praise of good development are shared within staff meetings.

Staff are trained in specific areas of need eg. Makaton.

SENDCO support staff by completing pupil pursuit observations and offering advice and coaching.

### **Liaison/communication with parents**

Parents views and contributions are valued highly and we believe they are a crucial contribution to the outcome of progress for SEND learners. Parents are invited to a cycle of termly reviews for SEN Support and EHCP Reviews to discuss any concerns or needs.

In the meetings, parents discuss the progress of the child towards their personal targets and professionals share the specific teaching approaches or intervention styles which have been implemented within the last term.

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 contacted for any specific queries at all times through before/after school meetings, phone calls or via email at [sendco@sap.dsat.education](mailto:sendco@sap.dsat.education).

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.

### **Liaison/communication with children and young people**

The Class Teacher and SENDCo work closely with the children to discuss their views on their areas of strength and development.

Within review meetings, the Class Teacher shares the child's views on their current level of learning and their emotional and social welfare. Where possible the child is invited to be part of the review meetings and asked relevant questions, for example, what do you think is working well in school?

Children are encouraged to contribute to target setting.

### **Liaison/communication with External Services**

Referrals to external agencies will be discussed if school-based support is not having an impact on progress.

When school and parents seek the support of external agencies, the records of intervention are shared with the professional. 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 personal targets.

<b>Access to medical intervention or provision for medical needs</b>
<p>All staff who work with the child, including class based and dinnertime staff, are aware of their individual medical plan which can be found in the class room medical bag. 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>
<b>Transition Provision</b>
<p>The school has very good links with the local Secondary School. Representatives from Wickersley School and Sports College (WSSC) are invited to the reviews of any KS2 SEND children where parents request support and guidance for the future. WSSC also provide an enhanced transition for SEND pupils.</p> <p>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>