



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AT WITCHAMPTON C OF E FIRST SCHOOL

**Witchampton C of E First
School Witchampton
Wimborne
BH21 5AP**

Email: office@witchamptonfirstschool.org
Website: www.witchampton.dorset.sch.uk/

About Us

We are a First School for pupils aged 4-9 years of age, one of a local family of schools within Wimborne Academy Trust. Our net capacity is 75 pupils. Children are grouped into 3 classes; a reception class, a year one and two class and a year three and four class. A maximum of 15 pupils are in our Reception class and we have capacity for 30 pupils in each of our other two classes. On leaving Witchampton C of E First School at the end of year 4, a large majority of pupils transfer to St Michael's CE Middle School in Colehill and Allenbourn Middle School in Wimborne. Other destinations include Cranborne Middle School and Emmanuel Middle School.

Our Accommodation

Our school is situated at the heart of the picturesque village of Witchampton. Our Victorian building has 3 classrooms, a small hall, a small break out room, a nurture room/library and a kitchen. An accessibility plan (link - [Witchampton First School Accessibility Plan](#)) ensures that the school building continues to evolve to meet a diversity of needs. Personal Evacuation Plans are completed for any children with additional needs to ensure they are kept safe during an evacuation of the school. The school has a tarmac play area and a large playing field which includes a sensory garden, playtrail and storytelling zone. There is also an Early Years outdoor learning area.

What kinds of SEN does Witchampton C of E First School support?

Our school currently has 55 pupils on roll. Of this, 20% are identified as having a SEN. Schools use lots of letters when discussing SEN. A guide to some of the common acronyms can be found [here](#). Our school currently provides additional and/or different provisions for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties. We currently have 45% who have this area as their main SEN.

- Cognition and learning, for example, dyslexia. We currently have 27% who have this area as their main SEN.
 - Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD). We currently have 27% who have this area as their main SEN.
 - Sensory and/or physical needs, for example, visual or hearing impairment. We currently have 0% who have this area as their main SEN.
- However, pupils may have needs in more than one category of need and we aim to ensure that plans match individual learning requirements.

If I am concerned that my child at Witchampton C of E First School has difficulties with learning, Special Educational Needs and/or Disabilities, what should I do?

Step 1. Make an appointment to speak to your child's class teacher at a time when you can have an extended conversation – it is best to allow 30 minutes. Explain your concerns as fully as possible. Agree together a way forward to best meet your child's needs.

Step 2. Arrange a time, via the School Office, to speak with Mrs Fairman the SEN Leader to discuss your child's needs further.

If the school has concerns about my child's learning, how will they let me know?

At parent consultation meetings each term your child's teacher will update you regarding your child's learning, including their attainment relative to national expectations, and their progress. If there are concerns then these will be communicated as part of this termly update process. Urgent concerns may be raised at any time during the school year outside of the usual parent consultation process. The school seeks always to keep parents fully informed and is committed to successful partnership with parents at every stage.

Once my child is identified as having additional learning needs, what will happen next?

Class teachers assess each child's progress regularly and meetings are held termly between class teachers, senior leaders and the SEN leader to discuss the progress of all pupils across the school. During these meetings, provision for pupils whose progress is below that expected is discussed in detail. Should concerns arise about a child's progress, the school responds using a three stage process:

1. Planning : an individualised provision plan will be written to support your child in minimising and addressing their learning barriers. This plan details specific outcomes for children's progress. It is shared with parents to ensure it is complete and there is agreement about its contents.

2. Implementation: the provision detailed in the plan will be put in place in school, with any agreed home support actioned at home.

3. Review: The plan will be reviewed termly and progress against key outcomes rated using a red/amber/green colour coding system, with red representing little or no progress, amber representing some progress and green representing full progress. If learning barriers are short term and have been fully addressed, the child may cease to need an individualised plan. Pupils with longer term needs will continue to be planned for using this process, but targets, outcomes and success criteria may well change in response to changing needs.

4. Longer Term Planning: Pupils whose needs are significant and complex may require a multi-disciplinary assessment and this may in turn lead to the Local Authority's SEN Team issuing an Education and Health Care Plan (EHCP)

What are the arrangements for supporting children and young people who are looked after by the local authority and have SEN?

Looked After Children (LAC) with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle. The process will start with a Short Note and following the identification of need a Support Plan or EHCP to meet the requirements of the pupil and the addition of a PEP (Personal Education Plan).

When a child becomes looked after his/her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The Care Plan – of which the PEP is an integral part – is made before the child becomes looked after or in the case of an emergency placement within 10 working days. The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential and reflects any existing education plans, such as an EHCP, SEN Support Plan or Provision Mapping. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.

What will happen if, despite the support provided, my child continues not to make progress with his / her learning?

After following the three-stage process, any ongoing concerns will be further discussed in school and with parents, and outside agency support sought if appropriate. This will enable specialist agencies to advise the school and confirm that the provision is the most effective possible in order to meet needs.

At this stage, the child may be placed on the school's Special Needs Register. This will be discussed with parents/carers and the pupil will also be consulted. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents/carers' and pupils' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents/carers.
- We will formally notify parents/carers when it is decided that a pupil will receive SEND support.

Throughout this approach we focus on a person centered approach.

Once pupils are placed on the SEN register, their progress will continue to be reviewed termly and if their learning barriers are effectively addressed they may cease to be placed on the register in due course. We also recognise that needs are sometimes affected by other factors, which are not educational but nevertheless impact on learning. Below are some examples of other influences upon progress:

- Attendance and punctuality
- Behaviour where there is no underlying SEN
- Bereavement and family issues
- Disability where there is no impact on progress and attainment
- English as an additional language
- Health and welfare
- Looked after and previously looked-after children

- Pupil premium pupils
- Service children

These needs are also supported through our joint working with professionals and services such as Early Help, Attendance, Officers, Mosaic, Dorset's Virtual School, The Educational Psychology Service and Dorset Multi Agency Service Hub.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 intervention work, teaching style, the content of the lesson, etc.
- Short-term curriculum planning and individual Support plans detail generic and more specific ways-in for children with additional needs and these are continually referred to and adapted as needed.
- Adapting our resources and staffing
- Providing sensory breaks.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The school has two intervention rooms. The Library is a quiet room which provides a small quiet learning environment. The Nest is a multi-functional room which is able to offer a quiet place for small group or individual interventions, nurturing activities and a calming corner.

Training and Resources

- Training needs are identified through a process of analysis of the needs of both staff and pupils as and when required.
- The SENCo will provide information on specific needs for new staff.
- The SENCo will frequently attend personal training through the Local Authority and Wimborne Academy Trust Inclusion network briefings.
- Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.
- Cover staff are provided with up to date information about children with SEND in the class.

Access to Extra-Curricular Opportunities and School Trips.

All curricular provision and extra-curricular opportunities are carefully planned to ensure that they are made accessible to all pupils including those with SEND. There are no exceptions, wherever necessary we make reasonable adjustments to provision to ensure inclusion of all children. Witchampton C of E First School encourages children with SEND to take an active part in all aspects of their learning. Strategies that are employed in the classroom will be extended when extra-curricular activities such as school trips occur.

How does the school review/evaluate its SEND support?

Class Teachers detail all additional support taking place within their class every half term. This information is scrutinised by the SENCo and Headteacher against the children's ongoing progress. A half termly Pupil Progress meeting then takes place to review these provisions and adapt them if necessary.

School Support Plans (SSP's) are reviewed every term and evidence towards the child's targets is collated. This is shared with the SENDCo and parents/carers. Then either new targets are set, or if a target is not achieved a discussion takes place as to what additional support and strategies are needed to make it successful. In addition, the Senior Leadership Team regularly monitors classroom practice through a variety of methods: work scrutiny, planning scrutiny and classroom observations. The SENDCo provides a Termly SEND update report to the Governing Body and regularly meets with the SEND link Governor –Emma Vowels to discuss progress within the school.

Arrangements for handling complaints from parents of children with SEND about the provision made at school

If concerns or complaints are received, we aim to deal with them as quickly and efficiently as possible by the following process:

- Informal or formal communication with the class teacher
- Arranged meeting with the class teacher and/or INCLUSION Lead
- Arranged meeting with the Head teacher
- Dorset SEND Information, Advice and Support Service (SENDIASS) offers impartial, confidential and free advice for all parents of pupils with special educational needs or disability.
- If a complaint cannot be resolved, parents may choose to write a formal letter to the Academy Committee. The Academy Committee will then seek to resolve the problem. In the case of pupils with Education, Health and Care Plans, the Dorset SEND Statutory Services team can be consulted (please click on the [link](#)).

For more information: The first point of contact is always the class teacher then Sarah Fairman the school's SENCo or the head teacher. All of these people can be contacted through the school office. In the unlikely case that a formal complaint needs to be made about our SEN service contact should be made with Mrs Liz West the CEO of Initiol Learning Trust. 01202 922670 By email: info@initiolearning.org

Types of Support Available for Children with SEND (and their families) at Witchampton C of E First School

There are many different ways in which Witchampton C of E First School aims to meet the needs of all learners. In addition to Quality First Teaching we offer a range of personalised, high quality intervention programmes that are agreed with Parent/Carer and the child. They are monitored and observed half termly to ensure that children are progressing and that the intervention will allow the child to meet their half termly outcomes.

Category of Need	Support available (dependent on the school's assessment of children's needs)
Communication and Interaction	<ul style="list-style-type: none"> ● Support with articulation of speech, transferring spoken sounds into their written form and vice-versa; ● Support with receptive language to build understanding of vocabulary, phraseology and key question starters;

	<ul style="list-style-type: none"> ● Support with higher level language difficulties, including the understanding of complex sentences, the expression of more advanced ideas, humour, inference and literal / figurative interpretation; ● Support in a small group setting with social interaction skills, including parallel learning, co-operation, collaboration, communication and compromise; ● Support with the development of imaginative capacity; ● ‘Emotional literacy’ support to develop social interaction skills and to enable appropriate expression and / or regulation of emotion in a social context; ● Support and training for teaching staff to maximise the effectiveness of provision; ● Regular monitoring of SEND provision by the school’s inclusion leader; ● Referral to a specialist health and/or educational professional for advice, support and monitoring.
Sensory and / or Physical Needs	<ul style="list-style-type: none"> ● Support in school to provide enhanced sensory stimulation / feedback; ● Support with the development of gross and / or fine motor co-ordination skills through targeted programmes; ● Adaptations to the environment and / or specialist equipment to support pupils with sensory or physical needs, as advised by the LA specialist team or local health professionals; ● Support and training for teaching staff to maximise the effectiveness of provision; ● Regular monitoring of SEND provision by the school’s inclusion leader; ● Referral to a specialist health and /or educational professional for advice, support and monitoring.
Category of Need	Support available (dependent on the school’s assessment of children’s needs)
Social, Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> ● Support to develop appropriate expression of emotions, and to secure emotional self-awareness and appropriate emotional self-regulation; ● Regular opportunities to communicate with a key adult (and if appropriate also a circle of trusted peers) to enable effective expression of emotions and to reduce /eliminate perceived isolation; ● Support in forming positive productive peer relationships and establishing positive communication; Support for peers to ensure that behaviour of individual pupils with identified needs does not adversely impact learning for the wider group; ● Support and training for teaching staff to maximise the effectiveness of provision; ● Support for the child, and where appropriate also for the family, through the local Early Help process; ● Regular monitoring of SEND provision by the school’s inclusion leader; ● Referral to specialist health and/or educational professionals, for advice, support and monitoring

Cognition and Learning	<ul style="list-style-type: none"> ● Teaching programmes and approaches matched to the needs of the individual child; ● Teaching adapted by adjusting the level, pace, learning style, amount and nature of adult support, resources used (including technology) and the learning environment as appropriate to the needs of the child; ● Specialised teaching programmes implemented as appropriate to meet specific learning needs; ● Support and training for teaching staff to maximise the effectiveness of provision; ● Regular and systematic monitoring of pupil progress with parental feedback opportunities; ● Timely responsive adjustments to provision in the light of progress made. ● Regular monitoring of SEND provision by the school's inclusion leader; ● Assessment of cognition / learning needs by specialist qualified SEN teacher;
-------------------------------	--

	<ul style="list-style-type: none"> ● Referral to specialist health and / or educational professionals for advice, support and monitoring
--	---

<p>How does the school allocate extra support to pupils?</p> <p>The school maintains 'Inclusion Registers' of all pupils with additional identified needs of any kind. This includes pupils with SEND, pupils eligible for Pupil Premium funding, pupils with medical and healthcare needs, pupils with English as an additional language, pupils known to be in challenging circumstances (e.g. they may act as a carer for an adult member of the family), amongst other categories. The school prioritises the use of its resources, including staffing hours, equipment and finances, wholly due to pupil need. Those pupils whose learning and well-being needs are relatively high will attract a proportionately greater share of resources. The school regularly reviews its allocation of resources through its monitoring processes which take into account academic achievement, pupil well-being, engagement and participation. The levels of support offered to children may well change over time as a result of this monitoring, and this will be shared and discussed with parents as part of ongoing consultations.</p>

<p>What specialist services and expertise are available at or accessed by the school?</p> <p>Witchampton C of E First School has close links with external agencies and specialist services including Educational Psychologist, Child and Adolescent Mental Health Services, Speech and Language Support, Hearing and Vision Support, Occupational Therapy Services, Locality and Family Support Team.</p>

<p>How does the school respond to behaviours resulting from a child's special educational need?</p> <p>As an inclusive school, children with special educational needs are supported in every way, including with their behaviour and social interaction.</p>
--

<p>Other than the class teachers, who else is providing services to children with SEND at Witchampton C of E First School?</p> <p>a) Directly funded by the school:</p> <ul style="list-style-type: none"> ● Support staff team, comprising 3 class-based teaching assistants, ● SEN leader overseeing, monitoring and evaluating the provision across the school, working with the Trust and the Local Authority and liaising with outside agencies including educational / health professionals.

- Partnerships with qualified specialists providing pupil assessments and reviews and giving advice and support to teaching staff.

b) Paid from central healthcare / education budgets but delivered in school

- Speech and language therapist appointed by the local health authority, assessing, monitoring and reviewing pupils in school with speech, language and communication needs; School health team, appointed by the local health authority, providing support to the school in meeting pupils' medical / healthcare needs.
- Educational psychologist to support the school's provision in meeting the needs of learners with more complex profiles;
- Behaviour support service, appointed by the local education authority, to support the school's provision for pupils presenting with challenging behaviour.

How are pupils with SEND supported in moving to Middle School?

We have excellent communication with the middle schools to whom we send pupils at the end of year 4. Pupil information is shared so that children feel 'known' as soon as they move up to their new schools. If required, the school arranges personalised transition plans for individual pupils and their families, enabling them to make additional visits to middle school over and above the planned transfer days

How can parents / carers get involved?

In the first instance parents /carers should speak to their child's class teacher to find out how they can support their own child's learning. Parents can also discuss this with the school's inclusion leader. Parents or carers wanting to support in class during school time should also in the first instance speak to their child's class teacher. If appropriate the following outside agencies are available to support families of children with SEND.

- Dorset family partnership zone - support and work with families in a variety of ways including access to parent support groups.

<https://www.dorsetcouncil.gov.uk/children-families/get-help-for-your-family/getting-help-for-your-family>

- Children's centres - provide parenting advice, support and information, home visits and parenting groups

<https://www.dorsetcouncil.gov.uk/children-families/childcare/childrens-centres>

- Dorset Special Educational Needs Information, Advice and Support Service (SENDIASS) offers impartial information and support to parents and carers of children with special educational needs [Dorset SENDIASS](#)

- Dorset Parent, Carer Council - provide a voice for parents [Dorset parent Carer Council](#)

- For additional information about Dorset's Graduated Approach please click [here](#)