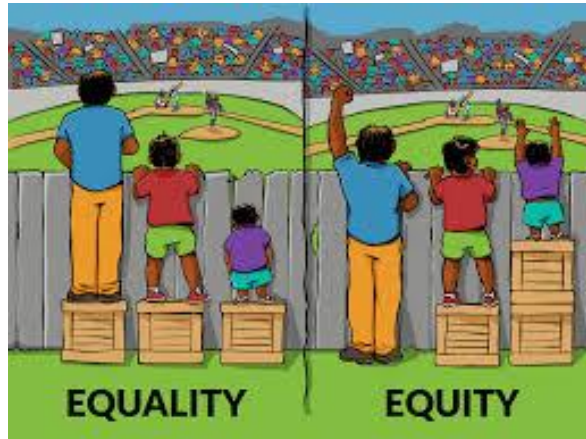




Policy/Procedure Name:	SEND Information Report		
Last Update:	August 2024	Next Update Due:	August 2025

Our belief in Equality Vs Equity



Whilst, at Willow Park School, we recognise our Equality duties under the Equality Act 2010, We also **aim to provide equity for staff and pupils**. Put simply, equality means treating everyone the same way, irrespective of factors such as status or identity. Equity, on the other hand, means **treating people differently in certain circumstances for equality of opportunity to be possible**.

Creating equity is important within society as it puts pupils on a more level playing field, leads to better social and economic outcomes across wider society, allows pupils to feel more engaged and looked after, and leaves staff feeling more confident that they're succeeding in their role.



Contents

Contents.....	2
1. What types of SEN does the school provide for?.....	3
2. Which staff will support my child, and what training have they had?	3
3. How will the school measure my child's progress?	4
4. How will I be involved in decisions made about my child's education?	4
5. How will my child be involved in decisions made about their education?	5
6. How will the school adapt its teaching for my child?	5
7. How will the school evaluate whether the support in place is helping my child?	6
8. How will the school resources be secured for my child?	7
9. How will the school make sure my child is included in all activities?	7
10. How does the school make sure the admissions process is fair for pupils with SEN or a disability? ...	7
11. How does the school enable access to pupils with disabilities?	7
12. How will the school support my child's mental health and emotional and social development? ...	7
13. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?	7
14. What support is in place for looked-after and previously looked-after children with SEN?	8
15. What should I do if I have a complaint about my child's SEN support?	8
16. What support is available for me and my family?	9
17. Glossary	10

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website. You can also ask a member of staff to make a copy of the policy for you.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.



1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Multi-sensory impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Kimberley Preston. She is also the Head teacher

She has many years of experience in this role and has worked as a SENDco in other schools. She is a qualified teacher and has achieved the National Award in Special Educational Needs Co-ordination.

She is allocated full time at Willow Park to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of oTAs, including 1 higher-level teaching assistant (HLTA) who is trained to deliver SEN provision.

We have 3 teaching assistants who are trained to deliver interventions such as:

- (list names of interventions)

In the last academic year, TAs have been trained in:

Team Teach

- (list the other training)

External agencies and experts

Sometimes, we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists

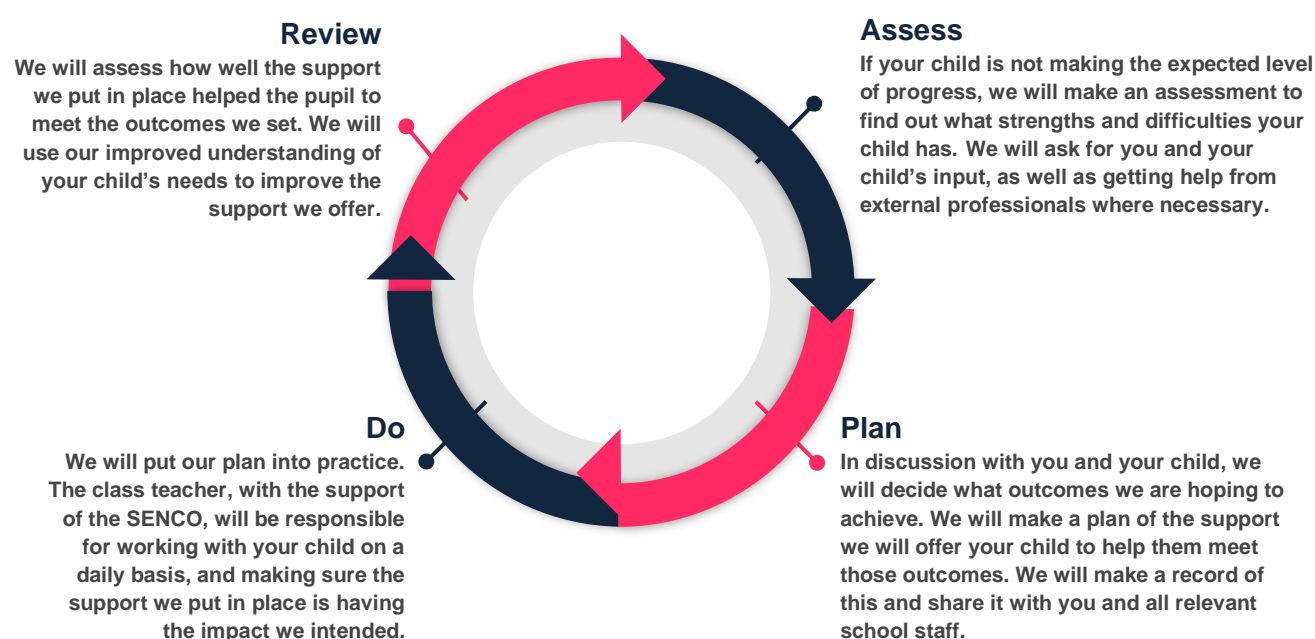


- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- **Any others?**

3. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These will be based upon the targets set in their EHCP.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, we will move on to the next stage of their developmental journey, focusing on their EHCP to ensure we meet our legal duty to meet their needs. As part of your child's journey through the school, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

4. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress and you will be able to track their progress on a daily/weekly basis by what we post onto Tapestry online.



The class teacher and SENCo will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

5. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

6. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, PECS larger font, etc
- Teaching assistants will support pupils on a 1-to-1 basis for most of the time

We may also provide the following interventions:



AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	e.g. Writing slope
	Moderate learning difficulties	Bespoke curriculum
Social, emotional and mental health	ADHD, ADD	Indoor and outdoor learning spaces
	Adverse childhood experiences and/or mental health issues	Nurture groups Circle Time
Sensory and/or physical	Multi-sensory impairment	Limiting vibrancy of classroom displays Music therapy

These interventions are part of our contribution to each Local Authority's local offer

Warwickshire Local Offer	SEND Local Offer – Warwickshire County Council
Leicestershire Local Offer	What is the Local Offer Leicestershire County Council
North Northamptonshire Local Offer	Local Offer, SEND and EHC plans North Northamptonshire Council (northnorthants.gov.uk)
West Northamptonshire Local Offer	Local Offer West Northamptonshire Council (westnorthants.gov.uk)
Solihull Local Offer	Solihull Local Offer solihull.gov.uk
Coventry Local Offer	Coventry SEND Local Offer Let's Talk Coventry
Oxfordshire Local Offer	Oxfordshire SEND local offer Oxfordshire County Council

7. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards the targets in their EHCPs each term
 - Reviewing the impact of interventions after 12 weeks
 - Using pupil questionnaires
 - Monitoring by the SENCO
 - Using provision maps to measure progress
- Holding an annual review



8. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

9. How will the school make sure my child is included in all activities?

All of our extra-curricular activities and school visits are available to all our pupils and all pupils are encouraged to go on our school trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

10. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- We aim to admit pupils based on our ability to meet their specific needs.
- Please see our Admissions Policy for more details

11. How does the school enable access to pupils with disabilities?

- Further details about how we support pupils with disabilities can be found in the school's Accessibility Plan which is on the school website.
- In the Accessibility Plan, you will find how we:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improve the availability of accessible information to disabled pupils

12. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils are provided with activities which promote teamwork/building friendships
- We provide regular pastoral support for listening to the views of our pupils
- We create a nurturing environment for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying (see Anti-bullying Policy)

13. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?



Willow Park School Policies & Procedures

Willow Park School is a small school and, as such, your child is going to have the same teacher for a number of years so it is easy for us to help pupils to be prepared for a new school year. Most of the transition work will take place in the first few weeks of the Autumn term in which we gently ease pupils back into school life, recognising the destabilising impact of the school holidays.

Between schools

At the moment, we only have pupils in the early years at Willow Park School so it is extremely unlikely that pupils will transition to a different school for a number of years. When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

If transferring to secondary education, the SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children moving on.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently (as appropriate)
- Helping children understand what the environment is like

14. What support is in place for looked-after and previously looked-after children with SEN?

Kimberley Preston will work with the class teacher to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

15. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Head teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Please visit the relevant Local Authority website for the disagreement resolution and mediation services for your home local authority.



16. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your home Local Authority's local offer on their website:

Warwickshire Local Offer	SEND Local Offer – Warwickshire County Council
Leicestershire Local Offer	What is the Local Offer Leicestershire County Council
North Northamptonshire Local Offer	Local Offer, SEND and EHC plans North Northamptonshire Council (northnorthants.gov.uk)
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Solihull Local Offer	Solihull Local Offer solihull.gov.uk
Coventry Local Offer	Coventry SEND Local Offer Let's Talk Coventry
Oxfordshire Local Offer	Oxfordshire SEND local offer Oxfordshire County Council

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Warwickshire SENDIASS	Barnardo's Warwickshire (warwickshiresendiass.co.uk)
Leicestershire SENDIASS	Welcome SENDIASS (sendiassleicestershire.org.uk)
North Northamptonshire SENDIASS	SEND Information Advice Support Service North Northamptonshire Council (northnorthants.gov.uk)
West Northamptonshire SENDIASS	SEND Information, Advice, and Support Service (SENDIASS) - WNC West Northamptonshire Council (westnorthants.gov.uk)
Solihull SENDIASS	Solihull SEND (Special Educational Needs and Disability) Information, Advice and Support Service - Family Action (family-action.org.uk)
Coventry SENDIASS	Home – SENDIASS (covsendiass.co.uk)
Oxfordshire SENDIASS	SENDIASS Oxfordshire Information, advice & support in Oxfordshire (sendiass-oxfordshire.org.uk)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)



17. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages