



Wembrook Primary School's SEN information Report

Background

As part of the Children and Families Bill 2014, all schools in Warwickshire are required to publish their school specific information about arrangements for identifying, assessing and making provision for children with Special Educational Needs and/ or Disability (SEND). The collation of school specific information will form part of a county- wide Local Offer of provision.

This document sets out to provide clear information to parents of children with SEND at Wembrook Primary School and was written in consultation with parents. This information report is reviewed in line with the new Code of Practice (Sept 2014).



An overview of our school

Wembrook Primary is the largest primary school in Warwickshire. We are a three form entry school. There are currently around 674 children on roll. A significant percentage of pupils come from minority ethnic groups, the

largest of which are of Indian heritage. 17% of pupils have English as a second language and there are 3 looked after children. An above-average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals. 244 pupils/36% of pupils are on the Pupil Premium register. We have around 19% of children on our SEN register. 29 pupils/4% of the pupils on the SEND register have an EHCP. Our numbers of pupils with an EHCP is increasing year on year.

The kinds of special educational needs that are provided for at Wembrook

At Wembrook Primary School we strive for the inclusion for all children and support children with a range of special educational needs, with varying degrees of complexity. These needs can impact the child's capacity to learn in all areas or be more specific. We support children with the following areas of need:-

- Communication and Interaction difficulties (such as Autistic Spectrum Disorders)
- Cognition and Learning (such as specific literacy and numeracy difficulties)
- Social, Mental and Emotional Health
- Sensory and/or Physical (such as visual or hearing impairment, physical disability and medical needs).

We hope that this information is helpful to you.

Acronyms used in this report:

SENDCO= Special Education Needs and Disabilities Coordinator

PLP=Personalised Learning Plan

CAMHS/RISE=Child and Adolescent Mental Health Service

SALT=Speech and Language Therapy

O.T=Occupational Therapy

STS=The Specialist Teaching Service

SMT=Senior Management Team
IDS=Integrated Disability Service

How will the school know if my child needs additional help?				
General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>At Wembrook Primary School we recognise the importance of the early identification of pupil needs and potential barriers to learning.</p> <p>We know that early identification is vital so that appropriate support can be put in place as soon as possible. Pupil’s needs are identified through initial home visits in Nursery or Reception, ongoing tracking of pupil progress and conversations with parents, children, teachers and support staff. We can also gain information from assessments or observations from outside agencies and transition information from previous schools. The school follows a</p>	<p>Observations by members of staff (including Lunch Time Supervisors).</p> <p>Information or concerns raised by Health Visitors.</p> <p>Speech Therapy reports</p>	<p>Tracking of progress by the class teacher and SENDCO to identify pupils who are making less than expected progress or who fail to match or better their previous <i>rate</i> of progress.</p> <p>The Specialist Teaching Service (STS) reports and assessments.</p>	<p>Observations of behaviour</p> <p>Parental concerns</p> <p>Information from parents regarding events which occur outside school, which may have an impact on their child’s social, mental or emotional health.</p> <p>RISE (CAMHS) reports</p>	<p>Observations from staff</p> <p>Communication and information from medical professionals such as the health service.</p> <p>O.T assessments and reports (including sensory assessments).</p> <p>Physiotherapy assessments and reports.</p>

<p>graduated approach to respond to pupil's needs. The response depends on the progress a child makes and the effectiveness of the interventions. This starts with a child accessing quality first teaching, with a differentiated/adapted curriculum where necessary and involving outside agencies when necessary.</p>				
How will this information be shared with me?				
General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>Your child's class teacher will discuss with you any concerns they might have about your child's progress. The class teacher will consult the SENDCO and discuss the child's needs. In consultation with parents, decisions are made as to what support will be put in place to best address the need. Parents are usually notified when their</p>	<p>NHS Speech and Language Therapy assessments and reports are directly shared with parents via the NHS.</p>	<p>Class teacher meetings with Parents. STS reports are sent to Parents and discussed with Parents and the STS teacher where necessary. School Reports.</p>	<p>Class teacher/SENDCO meetings with Parents. School councillor meetings. Positive Impact Parent afternoons.</p>	<p>Health professionals usually contact and share information directly with parents, often outside school. O.T/ Physiotherapy reports.</p>

<p>child is accessing additional/different support and some interventions will require your permission. Parents are notified when a child is added to the SEN register or before any referrals are made. Individualised targets/outcomes are set and support put in place to help the child to reach their targets. These targets are recorded on a Personalised Learning Plan/ PLP. When a child is added to the SEN register, Parents are sent a unique code to access their child's PLP online using the EDUKEY provision Map system. The PLP and reviews will be written in consultation with the class teacher and is discussed with parents during parent's evening. This is an opportunity for parents to contribute or comment on the targets and planned support. The SENDCO will arrange meetings with parents to update on the impact of interventions when necessary. Where possible, Parents are invited to meet with professionals from outside agencies who have supported their child. Copies of</p>				
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any reports or assessments are given to parents.				
What should I do if I think my child may have a special educational need or disability?				
General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>Speak to your child’s class teacher.</p> <p>Arrange to meet with the SENDCO (Katy Jones) in school.</p> <p>Consult with the school’s SENDCO if you have spoken about your concern with a G.P.</p> <p>You can discuss your concerns with our Family Support workers- Ellie Williams and Katrina Hall, however it is important that the SENDCO is made aware of your concerns too.</p>	<p>Speak to your GP or Health Visitor (pre-school children) who can also refer to Speech and Language Therapy.</p> <p>*G.Ps are reluctant to refer children to the Neurodevelopmental Service for Autism and ADHD assessments. The evidence needs to come from two settings, and GPs tend to lack the necessary information about how your child might present in school.</p>	<p>If the need is significant, you can ask your GP to refer to a Paediatrician. Schools cannot refer to Paediatricians.</p>	<p>See your G.P and keep the school informed. The G.P can make referrals to CAMHS (Child and Adolescent Mental Health Service-now Known as RISE) if this is deemed appropriate.</p>	<p>See your G.P and keep the school informed.</p> <p>Via a GP a referral can be made to Occupational Therapy/physiotherapy .</p>

How will I know how my child is being supported?				
General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>The support that is planned for your child will be shared with you in various ways including, parents evening consultations, parental copies of PLP's and additional meetings arranged by the SENDCO. Interventions that your child accesses are recorded on the EDUKEY system and are displayed at the bottom of your child's PLP.</p> <p>Parents or carers are always welcome to speak with their child's class teacher or the SENDCO to share any concerns.</p>	<p>Parents will be sent copies of Speech and Language targets by the NHS Speech Therapist.</p> <p>The PLP shows your child's provision/support.</p>	<p>The PLP shows your child's provision/support.</p>	<p>Letters will be written to parents to inform them of interventions which school would like their child to be involved in, such as The Dragonfly Nurture group, which supports social and emotional needs in school.</p> <p>The PLP shows your child's provision/support.</p>	<p>Outside agencies will share with parents the support that they are giving their child.</p>
How will the curriculum be matched to my child's needs?				

General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>The curriculum at Wembrook is differentiated/adapted to meet the needs of all children. Some children will require a more personalised curriculum which is adapted further to meet their specific needs. Some children are working to achieve curriculum outcomes from earlier school years/ or key stages. Whilst we recognise that it is vital that all children access quality first teaching in the classroom, further targeted support may be necessary in order to address barriers to learning. This may involve interventions which take place outside the classroom in small groups or on a 1-1 basis. Advice will be sought from relevant outside agencies to ensure that all children are</p>	<p>Speech and language therapy sessions take place with the therapist or a trained member of staff. Adaptations are made to ensure that the presentation of instructions and activities are accessible and understood by all children. This might include the use of visual aids, topic vocabulary banks, talking tins, voice activated software etc.</p>	<p>Resources and adaptations to resources are used to support children to access the curriculum. This might include the use of visual aids, task boards, topic vocabulary banks, talking tins, voice activated software, phonic charts etc.</p>	<p>Adaptations to reduce anxiety are:</p> <p>Zones of Regulation, emotions visuals, visual timetables, Now/Next boards, Work Stations within a child’s classroom.</p>	<p>Resources and adaptations to resources are used to support children to access the curriculum. This might include specialist equipment for children within this category of need. Resources are either provided by an outside agency or bought in by the school.</p> <p>Some children need to access sensory circuit time and movement breaks. Ideally this should be incorporated into their school day without too much disruption to learning.</p>

<p>included in all aspects of school life.</p>				
<p>How will the school monitor how well my child is doing and how will they inform me about this?</p>				
<p>General</p>	<p>Specific Area Focus</p>			
	<p>Communication and Interaction</p>	<p>Cognition and Learning</p>	<p>Social, Mental and Emotional Health</p>	<p>Sensory and/or Physical (Including Medical Needs)</p>
<p>Class teachers regularly assess children’s attainment. Attainment is recorded termly onto a computerised tracking system called ‘itrack’. The progress children make is monitored by the class teacher, for all the children in their class. There are also termly Progress Meetings with a member of SMT. If teachers have any concerns regarding pupil progress they consult the SENDCO and parents are informed. The class teachers and SENDCO monitors the progress the children on the SEN register make, in relation to interventions that have been put in place. If staff are concerned</p>	<p>The NHS speech therapist reviews SALT outcomes and sends any assessments/reports or reviews of pupil progress to Parents in the post.</p>	<p>STS review meetings. We aim for an STS review to take place annually if your child’s needs remain and they have had an assessment by STS before.</p>	<p>The school employs a qualified counsellor who meets with parents to review the child’s progress and share the observed progress.</p> <p>Meetings with the Family Support team at school.</p> <p>Discussion with class teachers.</p>	<p>Specialist support services, e.g. occupational health services will feed back to parents and children after they have assessed progress (e.g. after therapy has taken place). A report is usually written and sent to school. Copies are given to Parents.</p> <p>Health Care Plans are written if necessary by Health Care providers. These are reviewed by them.</p>

<p>about progress, parents will be informed. Further advice may be sought and adjustments will be made to the type of support, amount of support or resources used. Children with an Education, Health and Care Plan will have Annual Reviews of progress, which parents attend. In addition, parents will discuss their child's progress with the class teacher during the Parent's Evening consultations which take place twice a year (with a third optional opportunity in the Summer term). PLPs are reviewed termly and targets are shared with parents during Parent's Evening and any changes in provision will be discussed. Where necessary additional meetings are arranged by the SENDCO. These additional meetings usually involve the outside agency that has worked with your child. School reports are sent home for all children each Summer term. Parents are encouraged to contact the SENDCO or class teacher if they have any concerns about their child's progress. You will be informed if</p>				<p>Paediatrician's usually send the SENDCO and update after meeting with you and your child.</p>
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your child is taken off the SEND register.				
How will you help me support my child's learning?				
General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>Class teachers will be able to provide advice for parents who wish to support their child to meet targets set for them. The SENDCO and outside agencies will also provide support for parents. The SENDCO, Family Support and Learning Mentors (Elinor Williams and Katrina Hall) can make referrals on behalf of parents in order for them to access further support from appropriate agencies.</p> <p>The school offers Parent courses through The Family Support Workers. These are communicated to Parents through Parent Mail.</p>	<p>The speech therapist will give parents support and advice after assessments have taken place or when a parent requests support. A SALT report will always ask Parents to support their own child, as well as school.</p> <p>The RISE website has a wealth of support for Parents including Parents of children who are Neurodivergent:</p> <p>https://cwrise.com/neurodevelopment-service/</p>	<p>The class teachers, SENDCO and Educational Psychologist can advise parents as to how best to support their child at home. The SENDCO and class teacher can provide support material for use at home. A Family Support and Learning Mentor (Elinor Williams) will be available to support parents and children when needed.</p>	<p>Elinor Williams and Katrina Hall can support parents and provide targeted training so that they can best support their child at home.</p> <p>Warwickshire's Family Information Service has information on how to access support: https://www.warwickshire.gov.uk/send</p> <p>Please also see the school's website- school information-SEND.</p>	<p>Any outside agency or specialist support agency that has seen or worked with your child will advise you on how to support them.</p>

<p>There is a Helping My Child At Home section within the Parents Area of the school website. There is information for parents on how to support their child in different subjects or for support in certain key stages.</p>				
<p>What support is there for my child’s overall well-being?</p>				
<p>General</p>	<p>Specific Area Focus</p>			
	<p>Communication and Interaction</p>	<p>Cognition and Learning</p>	<p>Social, Mental and Emotional Health</p>	<p>Sensory and/or Physical (Including Medical Needs)</p>
<p>At Wembrook Primary School we care about the overall well-being of all our pupils and have invested in interventions specifically to support emotional well-being. We have a Nurture provision called The Dragonfly Group that supports children in KS1 and KS2. The children attend for two afternoons a week for up to two terms. We also have a lunch time provision called ‘The Riverside Cafe’ for children who need social skills support and</p>	<p>Nurture groups- ‘Dragonfly Group’ Riverside Cafe Referrals to Speech and Language Therapy</p>		<p>Nurture groups Riverside Cafe Where the school feels that a child may need more specialised assessment and support, referrals are made to the school’s Educational Psychologist and/or CAMHS (Child and Adolescent Mental Health Service)</p>	<p>Sensory circuits Movement breaks Sensory room in school</p>

<p>who find unstructured times of the day particularly difficult.</p> <p>We employ a qualified counsellor from The Sycamore Counselling Service who works with up to three children one morning a week. The work she does is based on play therapy and the children receive support for around 6 weeks, (this depends upon the nature of their emotional needs at the time).</p> <p>Where the school feels that a child may need more specialised assessment and support, referrals are made to the school's Educational Psychologist and/or CAMHS/RISE (Child and Adolescent Mental Health Service)</p> <p>The school has trained Early Help lead professionals who will support parents and children.</p> <p>The school Nursing Team (COMPASS) can be contacted for advice from school.</p>			<p>Sycamore Counselling Service in school-(See Family Support in school).</p> <p>Relax Kids session (6 sessions of 1 hour)</p>	
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What specialist services and expertise are available at or accessed by the school?				
General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>At Wembrook we buy in specialised services who work closely with us to support children at our school. The Specialist Teaching Service work in school for one day a week.</p> <p>Other services accessed by the school include:-</p> <ul style="list-style-type: none"> • Educational Psychologist • IDS (Integrated Disability Service) • School Nursing Team (COMPASS) • CAMHS/RISE • Occupational Therapy (we are currently paying for an O.T to work with us for a day a week) • Physiotherapy referrals 	<p>Speech and Language Therapist</p> <p>Educational Psychologist</p> <p>The Specialist Teaching Service</p> <p>IDS Complex Needs Team</p>	<p>IDS (Including The Early Years 0-5 Team and Complex Needs Team)</p> <p>Educational Psychologist</p> <p>STS-The Specialist Teaching Service</p>	<p>Where the school feels that a child may need more specialised assessment and support, referrals are made to the school's Educational Psychologist and/or CAMHS/ RISE(Child and Adolescent Mental Health Service)</p> <p>Family Support and Learning Mentors</p> <p>Sycamore Counselling Service</p> <p>Early Help- trained professionals</p>	<p>IDS (Integrated Disability Service- e.g. The Visually Impaired Service, Hearing Advisory Team, Physical Disability Service.</p> <p>NHS Occupational Therapy. We are currently buying into the traded Occupational Therapy Service. We have a therapist who works at Wembrook for one day a week. She assesses children who have been referred and delivers programmes of support as well as handing over to school staff. She can look at</p>

<ul style="list-style-type: none"> • Family Support and Learning Mentor • Sycamore Counselling Service • Early Help-trained professionals <p>Sometimes we buy in specialist support through Oakwood Primary School's (Central England Academy Trust) Outreach programme. This is to help us support pupils with an EHCP who have complex needs.</p>			Young Carers	<p>functional skills and sensory needs.</p> <p>Physiotherapy (NHS)</p> <p>Family Support and Learning Mentor</p> <p>COMPASS school Nursing Team</p>
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What training have the staff had in relation to SEND?

General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>The school provides Continuing Professional Development (CPD) for all staff during INSET days, staff meetings and courses targeted at specific training needs. The SENDCO organises training for the whole staff or individual teachers in relation to</p>	<p>STS supports the school to support our SEND pupils. This often involves training and modelling of support strategies. SALT (Speech and Language Therapy) – Makaton signing.</p>	<p>The Specialist Teaching Service provides training to teachers and TA's to equip them with strategies to adapt the curriculum or resources for children</p>	<p>Members of the SEND team have been trained to deliver Nurture Provision.</p> <p>The Teachers and TAs (Teaching Assistants) were trained in</p>	<p>The IDS Visually Impaired and hearing Team support class teachers.</p> <p>Physiotherapists train TAs in the delivery of support packages for individual children.</p>

<p>SEN and to address training needs.</p> <p>The SENDCO has achieved the National award for Special Educational Needs Coordination. She arranges training for staff in relation to specific children's needs, e.g. Autism. The teaching staff have had the AET Tier 1 training and in January 2025 the lunchtime supervisor and TAs will also have the training.</p> <p>The SENDCO regularly attends training events and disseminates this information to staff.</p> <p>The SENDCO ensures that all the staff who work with a child with SEN, are informed about that child's needs.</p> <p>The school works closely with all outside agencies, who provide specialised training for TAs and teachers who have children with SEN in their class, e.g. the Visual Impairment Team.</p>	<p>We have a trained TA who delivers Speech and Language Therapy under the direction of the therapist.</p> <p>AET-Autism Education Trust provides ongoing Tier 1 Autism training to staff.</p> <p>A member of staff has been trained to deliver Attention Autism (Bucket Time). For young children with Complex Needs who need support with communication and interaction.</p>	<p>in their classes e.g. Precision Teaching.</p> <p>The SENDCO delivers staff INSET to support teachers to adapt the curriculum to meet the needs of our SEND pupils.</p>	<p>Attachment and Trauma difficulties.</p> <p>Protective Behaviours training</p>	<p>Members of staff have been trained to deliver the MOVES programme (physiotherapy)</p> <p>We are currently buying into the traded Occupational Therapy Service. We have a therapist who works at Wembrook for one day a week. She assesses children who have been referred and delivers programmes of support as well as handing over to school staff.</p>
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How will the school ensure that my child will be included in all activities in and outside the classroom, including school trips?				
General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>Activities are adapted e.g. P.E lessons, where necessary and where possible. This involves consulting pupils, their parents and specialist agencies to ensure that children are included in all activities in and out of school. We ensure that every child develops and learns to their full potential.</p> <p>When planning school trips the school will contact the venue to discuss the needs of individual children and if necessary will conduct pre-visits to determine any potential difficulties or risks to pupils. The school will carry out a risk assessment prior to a visit. This will determine the suitability of each activity for all children including those with SEN.</p>	<p>Visual Timetables are used in classrooms to support all children but specifically support children on the Autistic Spectrum.</p> <p>Social Stories are often used to support children to reduce anxiety before a school trip.</p>	<p>Work is differentiated/adapted and personalised to enable children with learning difficulties to access the lesson and learn at their level.</p>	<p>Social skills support is provided for children during lunch times within The Riverside Cafe. This intervention supports children as they mix with their peers so that they can be included in unstructured times of the day more positively.</p> <p>Social Stories are often used to support children to reduce anxiety before a school trip.</p>	<p>Specific and additional TAs accompany children on school trips.</p> <p>Advice is taken from specialised agencies to ensure that appropriate adaptations are made, e.g. Occupational Therapy- swimming lessons.</p> <p>Changing facilities are checked prior to trips to ensure that suitable facilities are available for children with a physical disability or are in pads.</p>

<p>The school provides extra-curricular clubs and activities which are offered to all pupils and adaptations are made where possible to ensure inclusion for all children.</p> <p>(See 'How will the curriculum be matched to meet my child's needs?').</p>				<p>Staff are trained to deliver medical intervention to prevent pupils missing time off school e.g. catheterisation.</p>
<h3 style="text-align: center;">How accessible is the school environment?</h3>				
<h2 style="text-align: center;">General</h2>	<h3 style="text-align: center;">Specific Area Focus</h3>			
	<h4 style="text-align: center;">Communication and Interaction</h4>	<h4 style="text-align: center;">Cognition and Learning</h4>	<h4 style="text-align: center;">Social, Mental and Emotional Health</h4>	<h4 style="text-align: center;">Sensory and/or Physical (Including Medical Needs)</h4>
<p>The school is advised by specialised agencies in order to made adaptations to the school environment to ensure that children can access all areas.</p> <p>All classrooms are on the ground floor level. There is a lift up to the SEND room.</p> <p>Signs and visual prompts are displayed around school to</p>	<p>Our School is a 'Dyslexia Friendly' school. We use visual symbols around school to help the children and our visitors.</p>	<p>Visual displays Adaptations Resources to support learning support children within their learning environment.</p>	<p>Adaptations are sometimes made for children who cannot access certain environments due to sensory or social/emotional need e.g Riverside Café supports children who struggle to access the dinner hall.</p>	<p>The school has a disabled toilet accessible to pupils. All classrooms are on the ground floor level. There is a lift to access the top floor of the West Wing.</p>

<p>support all children and adults, and the school.</p>				
<p>How will the school prepare and support my child when they arrive at Wembrook or transfer to a new school, such as secondary school?</p>				
<p>General</p>	<p>Specific Area Focus</p>			
	<p>Communication and Interaction</p>	<p>Cognition and Learning</p>	<p>Social, Mental and Emotional Health</p>	<p>Sensory and/or Physical (Including Medical Needs)</p>
<p>Before children come to school in nursery and reception, home visits are arranged to familiarise children and parents with school staff. There are induction visits and meetings for parents arranged for foundation stage children. If a child at a Nursery is involved with IDS 0-5 team we arrange a transition meeting with the Nursery, school staff and Parents.</p> <p>For children transferring to secondary school, the SENDCO meets with representatives from the local schools to pass on relevant information regarding children on the SEN register. During the summer term</p>	<p>For children who may need additional transition support, such as children on the Autistic Spectrum, the school makes Transition Booklets for the children. These booklets include photographs of the new classroom, new teachers, as well as the new environment. The aim is to reduce anxiety during the transition to a new class. These are usually also sent to Parents of New Reception children with SEND.</p>			<p>Specialised teams attend transition meetings with parents, TAs and the pupils, at the secondary schools, so that they can make the necessary adaptations.</p>

<p>additional transition visits are arranged for pupils with an EHCP.</p> <p>For SEN children who join us from other schools, including special schools, or who leave us, we arrange transition visits which are planned carefully depending on the needs of the child. These visits usually increase in duration and frequency until the child feels settled and ready to join the new setting. We liaise carefully with other settings when planning transition.</p>		
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How are the school’s resources allocated and matched to children’s special educational needs?

General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>At Wembrook Primary School the SEND team includes the SENDCO and two SEN teachers. Miss Wheeler is overseeing the support for pupils with SEND in</p>	<p>Referrals are made to Speech and Language Therapy and support within school is provided, in addition to</p>	<p>Referrals are made to The Specialist Teaching Service. Assessments and advice guide decisions</p>	<p>The school can support individual children’s emotional needs by providing a Nurture Group, a</p>	<p>Advice regarding support and resources is sought from agencies that work with the child, such as,</p>

<p>the Foundation Stage (Nursery and Reception). If pupils require additional in class 1-1 support, such as children with complex needs, additional TA support is provided. However, it is always the aim to encourage all children to be as independent as possible, and so additional TAs are not always working 1-1 with our EHCP children.</p> <p>During Annual reviews the SENDCO, class teacher and relevant specialist agencies and parents discuss the most appropriate interventions to support the needs of the child.</p> <p>The SEND budget pays for SEND support and the interventions provided, as well as paying for outside agency/ specialist support services, training and resources (such as specialist equipment). Resources/ interventions are allocated according to pupil needs and their barriers to learning. The evaluation of the impact of interventions is</p>	<p>the therapist's support. We have a trained SALT TA, Mrs Booton who supports TAs to deliver SALT intervention and works with children on the NHS SALT register.</p>	<p>about interventions used.</p>	<p>trained counsellor, Relax Kids group, lunch time social skills provision, behaviour support from STS etc, where appropriate.</p>	<p>The Integrated Disability Service, Physiotherapy and Occupational Therapy.</p>
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<p>reviewed and monitored regularly. Advice is sought from specialist agencies to ensure that the most appropriate resources are matched to pupil needs. Not all pupils with an EHCP require additional funding from SENDAR. Not all pupils with an EHCP require additional 1-1 support. Funding for EHCP pupils is decided by SENDAR and is based on the advice and recommendations given by outside agencies working with that child.</p>				
<p>How is the decision made about what support my child has or how much support?</p>				
<p>General</p>	<p>Specific Area Focus</p>			
	<p>Communication and Interaction</p>	<p>Cognition and Learning</p>	<p>Social, Mental and Emotional Health</p>	<p>Sensory and/or Physical (Including Medical Needs)</p>
<p>During Annual reviews and PLP reviews the SENDCO, class teacher, relevant specialist agencies with parents plan and agree the most appropriate interventions to support the child. How much support a child receives is based on a child’s individual needs and previous progress/ attainment. The school is mindful of the importance of supporting children to gain the skills necessary, to become independent learners. The children may be taken off the SEND register if they make sufficient and sustained progress.</p>				

The progress of all children is monitored closely and the effectiveness of interventions is reviewed regularly throughout the school year in consultation with the class teachers, SEND TAs and outside agencies providing intervention. We have high expectations for all children, including SEND children, based on their individual needs and ability.

How will I be involved in discussions about my child's education at Wembrook?

General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
Parents' evenings- meetings with your child's class teacher. Annual Reviews PLP review meetings Liaison/ feedback meetings with outside agencies Meetings with the SENDCO				You may be contacted by an O.T or Physiotherapist to share advice given to school on how best to support a child.

Who can I contact for further information?				
General	Specific Area Focus			
	Communication and Interaction	Cognition and Learning	Social, Mental and Emotional Health	Sensory and/or Physical (Including Medical Needs)
<p>You can make an appointment (please contact the school office 02476382961) to discuss any SEND related issues regarding your child with the SENDCO (Katy Jones) or your child’s class teacher. If you would prefer you can arrange to discuss matters with your child’s Phase Leader, the Deputy Head, Headteacher or SEN governor.</p> <p>The SENDCO can arrange for you to meet with any of the outside/ specialist agencies that work with your child.</p> <p>For advice relating to parental support please contact Katy Jones by ringing school on 02476382961. You can also ring the school number to contact Elinor Williams or Katrina Hall our</p>	<p>SALT-Reversely Clinic Nuneaton.</p>	<p>Alex Allan from The Early Intervention Team is in school every Monday morning and can see parents once an appointment is made.</p>	<p>CAMHS/RISE can be contacted directly once a referral has been made.</p>	<p>A meeting can be arranged with our O.T working at Wembrook. Currently-Sarah Cattell.</p>

<p>Family Support Learning Mentors.</p> <p>For more information regarding our school and relevant members of staff, please see the school's Website. Alternatively, please ring Katy Jones (on school number 02476382961) who will be happy to help with any query relating to SEND at our school.</p> <p>For more information regarding how our local authority supports children with SEND, please see Warwickshire's Local Offer: www.warwickshire.gov.uk/send</p> <p>For support and advice regarding SEND there are other agencies to support you such as:</p> <p>Parent support services:</p> <ul style="list-style-type: none">• SENDIAS (SEN and Disability Information, Advice and Support- Formerly the Parent Partnership Service). SENDIAS provide advice, information and support on all matters relating to special educational needs and disabilities:				
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<p>https://www.warwickshiresendias.co.uk/</p> <p>The SEND policy is on our school website: https://www.wembrook.warwickshire.sch.uk/</p> <p><u>Dealing with Complaints</u></p> <p>You can make an appointment to discuss any SEND related complaints with the Head Teacher. Please see the school's complaints policy on the school website.</p>				
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