



John Wycliffe Primary School

(Part of INSPIRING PRIMARIES ACADEMY TRUST)

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Leicestershire's Local Offer for Educational Settings Regulation 3 Special Educational Needs and Disability (Information) Regulations

Date Published: Autumn 2024 Review Date: Autumn 2025

John Wycliffe Primary School is a mainstream school which provides a broad and balanced curriculum for all pupils including those with Special Needs and/or Disabilities and ensures full curriculum entitlement and access. We endeavour to meet the needs of all children, by:

- Recognising and valuing individual strengths
- Identifying barriers to learning and participation
- Teaching children in accordance with their preferred learning styles
- Creating an inclusive ethos, in which all children feel accepted and can be fully integrated
- Having high expectations of learning, so that all children can achieve their best
- Developing the self esteem and resilience needed to thrive in a school environment

In accordance with the Equality Act 2010 the school has an 'Accessibility Plan' which shows how the school plans to improve access progressively over time, and the Trust has a Pupil Health and Wellbeing policy for 'supporting pupils at school with medical conditions' including the administration of medicines.

Q1. Parent/Carer: "How does the setting know if children/young people need extra help and what should I do if I think my child may have special educational needs?"

Young Person: "How do I tell the school if I need extra help?"

At John Wycliffe Primary School, children are identified as having SEN (Special Educational Needs) through a variety of ways including the following:

- Liaison with preschool/previous school
- Child performing below age expected levels
- Concerns raised by Parent/carer
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies (for example, Educational Psychology Service, Pupil and School Support and Speech and Language Therapy, among others)
- Health diagnosis through paediatrician
- SEN audit assessments (annually)

How will I raise any concerns that I have?

- Share them with us - firstly contact your child's class teacher who may refer you to the SENCo (Special Educational Needs Co-ordinator). The SENCo will be able to provide information and possible options in relation to any concerns and support available.
- Our SENCo is currently Mrs Jessica Cross.

Q2. Parent/Carer: "How do you identify children with special educational needs?"

Young person: "How will you work out with me what extra help I need?"

- Early identification - some children will be identified as having Special Educational Needs prior to starting school. Close links between the local preschools and nurseries ensures that the school is well informed of a child's needs, and meetings are held between a preschool leader, the Reception Teacher and parents/carers to discuss needs before the child starts school.
- Ongoing Assessment - All teachers adopt a graduated approach to teaching, i.e. 'assess, plan, do, review.' This process enables them to identify children who are experiencing difficulties in their learning, and differentiate activities as appropriate. Progress is tracked and monitored in a variety of ways, for example:
 - ❖ Observations
 - ❖ Work samples
 - ❖ Discussions with children
 - ❖ Formal and informal tests
 - ❖ Screening tests
- Pupil progress meetings - these help to identify those children who are not making expected progress or who are working below end of year expectations.
- Teacher discussions with SENCo - If a child continues to experience difficulties, in spite of additional support, the class teacher will complete an 'initial concerns checklist' and arrange to meet with the SENCo. At this point the SENCo will support the teacher in exploring further options to help the child through different and additional provision. If the teacher and SENCo feel it is appropriate for the child to be placed on the SEN register, this will be discussed with the Head teacher, and parental permission will be sought.
- Advice from external agencies - If a child continues to experience significant difficulties further external expertise may be requested. The school will refer to external agencies for assessments or diagnosis as appropriate following consultation with parents/carers.
- Additional support - parents are signposted to any relevant external agencies, e.g. Parent Partnership, Speech and Language Therapists, family G.P., school nurse etc. The school governor responsible for SEND supports the school in evaluating and developing quality and impact for pupils with SEND across the school.
- Our SEND governor is Mrs Hazel Maher.

Q3. Parent/Carer: "How will you support my child?"

Young Person: "How will you help me?"

Information about John Wycliffe's policies for making provision for pupils with SEN whether or not pupils have Education Health and Care (EHC) Plans including:

a) How it evaluates provision

How does John Wycliffe Primary School know how effective its provision is for children with Special Educational Needs?

Each year the SENDCo monitors and evaluates SEND provision. This helps to formulate the contents of the SEND Development Plan where improvements need to be made and staff training needs to be planned. Areas monitored include:

- policy
- pupil progress
- the quality of target setting
- quality of teaching and support
- staff and pupil attitudes
- parent / carer questionnaires
- resources
- staff professional development and learning
- accommodation and environment

The SENDCo also carries out an annual evaluation of the progress of SEND pupils in relation to other groups, and provides an overview of how well the school is performing in relation to the national picture.

b) Arrangements for assessing and reviewing the progress of pupils with special educational needs.

How will I know how my child is doing and how will you help me support my child's learning?

All children on the SEND Record have a termly review and a review meeting will be arranged with parents/carers. This review will include progress towards the achievement of personalised targets which have been set. A copy is retained by the class teacher. Copies are given to parents/carers, the SENDCO and any support staff working with the pupil. All targets are reviewed each term in conjunction with pupils, parents, learning support assistants and class teachers, and new ones are co-produced. In addition pupils with an EHCP (Education, Health and Care Plan) have Annual Review meetings, which involve all relevant stakeholders.

The SENDCo tracks the progress of all the pupils on the 'SEND Record' through:

- Analysing data and teacher assessments
- Intervention programme monitoring
- Pupil target reviews

- External agency reports

This information helps to track the progress of individual pupils, whether they are making progress against their targets and whether or not the level and type of support they are receiving is appropriate to their needs. The SENDCo will then compile an audit of pupil needs and a provision map is constructed. The provision map outlines the level of support required and how long for. It outlines which children will be engaged in which intervention programmes. Staff are trained to deliver the intervention programmes appropriate to the groups of pupils they are supporting. These interventions are then timetabled by class teachers to operate at a time that is least disruptive to their classroom learning.

c) John Wycliffe approach to teaching pupils with SEND

How will my child be supported?

All pupils are taught in classes arranged by age. Teachers provide quality learning opportunities for all children within this environment and provide resources appropriate to pupils' interests and abilities. The structures and systems in place are:

- Classroom support to increase curriculum access and pupil achievement.
- Scaffolded provision within a mixed ability setting.
- Intervention programmes guided by a pupil needs audit from tracking pupil progress using data, assessment and reviews, and a 'Provision Map'
- Well differentiated curriculum planning which incorporates a variety of learning styles to deliver 'Quality First Teaching'.
- Clear guidelines on behaviour with a structured reward and sanction system.

Professional development and learning is a continuing process to ensure all staff engaged with pupils with learning needs have the training and skills to support pupils in their class. An audit of support staff skills is carried out to make sure that skills are matched to the pupils' area of need when mapping provision for individuals or groups of pupils.

The school outlines its provision in three stages:

- Universal provision (provision available to all pupils in school)
- Targeted Support (provision made for pupils who made need some additional support or intervention to attain at age appropriate levels)
- SEND Support (provision for pupils on the SEND Record).

Pupils receiving SEND Support with a higher level of need may have an SEND Support Plan. This Plan includes contributions by the parent / carer and pupil about their needs, contributions from external agencies such as social care or health agencies or Educational Psychologists. The plan is used as a working document to support the child's needs in school and is reviewed each term. The SENDCo has access to timetables which detail when interventions, support programmes and in class support is happening. Pupils with an EHCP have individual timetables which outline the provision they receive.

d) Adapting the curriculum and learning environment

How will the curriculum be matched to my child's needs?

- The school provides a broad and balanced curriculum for all our pupils including those with SEND and ensures full access to the curriculum to meet individual needs.
- All class teachers are aware of their responsibilities to all pupils including those with SEND in their class.
- Staff training is organised to match current requirements and to ensure that skills, strategies and resources are used to meet the needs of all children in the class.
- It is expected that within the classroom equal access to learning support from the class teacher is provided for all groups of learners and that not all learning support will be provided by the learning support assistants.
- Class teachers' planning includes where adult and teacher support will be deployed during the lesson. Teachers support all groups of pupils including those with SEND during a sequence of lessons.
- Teachers plan to encourage pupil participation at all stages of the lesson using a variety of teaching methods and strategies including talk work and 'talk partners' so learners are able to support each other.
- Pupils have opportunities to work as part of a class, in small groups, in pairs and individually.

e) How John Wycliffe will provide additional support for learning

How is the amount and type of support my child will receive decided?

At John Wycliffe, pupils on the SEND Record will have additional support which is outlined in the SEND Support Provision Map. By monitoring pupil progress through the systems outlined in section 3a) the area of need and appropriate level of support will be identified. This may include:

- Small group support work in class
- Small group intervention work for reading, phonics, spelling, writing or maths programmes.
- Individual support for reading, speech and language programmes, occupational therapy programmes.
- Social skills groups
- Physical development programmes to support fine and gross motor skills
- Nurture support, 1:1 support for Social Emotional and Mental Health Needs.
- Class teachers liaise with learning support assistants to plan support programmes appropriately. The level and frequency of support will depend on the individual level of need.

f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.

How will my child be included in activities outside the classroom?

- Pupils with SEND are given roles and responsibilities to encourage them to be confident and develop self-esteem. They are given opportunities to take part in after school activities and to represent the ideas of the school on the school council, or other school committees.
- All activities and trips are planned with a view to being accessible to all children
- The school offers a wide range of extra- curricular activities and clubs, which are set up to be inclusive.
- Risk assessments are completed by staff prior to any educational visits.
- Support for pupils with a high level of need at playtime/lunch times can be arranged where appropriate.

g) Support that is available for improving the emotional and social development of pupils with SEN.

How will you support my child's social and emotional needs?

- Our Trust has a Pupil Health and Wellbeing Policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. In consultation with parents / carers an agreement about the administration of medications is drawn up and staff with permission will administer medicines at certain points in the day. These are stored in a fridge in the staff area.
- The school has a clear behaviour policy which is followed across the school for consistency.
- Where there are pupils with very specific difficulties in relation to Social, Emotional and Mental Health Needs, staff training is given to heighten staff awareness and develop strategies to meet those needs as a whole school approach. A trained Emotional Literacy Support Assistant (ELSA) works with children to support a range of emotional barriers.
- John Wycliffe liaises with external agencies, such as psychology services to access training to support individual needs.
- The school has two access points both of which are securely gated. All entrances to the school are protected by security locks and visitors need to request access via an intercom system. All visitors are required to sign in and are provided a visitors badge on arrival.
- At John Wycliffe Primary School we encourage children to contribute to their learning by recognising their own strengths and areas for development and to take an active part in setting and monitoring their own targets, as appropriate.
- At John Wycliffe we encourage children to consider 'character muscles' to develop their resilience and approach to learning and life.
- Pupils with SEND are given roles and responsibilities to encourage them to be confident and develop self-esteem.

Q4. Parent / Carer: "How will I be able to raise any concerns I may have?"

Young Person: "What can I do if I am worried about something?"

Initial concerns should be raised with the pupil's class teacher. If there are more specialised educational concerns that need to be discussed then contact can be made with the school SENDCo, Mrs Jessica Cross. This can be done via the School Office: johnwycliffe@ipat.uk or by telephone, 01455 553135.

Q5. Parent / Carer: "What specialist services and expertise are available at or accessed by the setting? What training have staff supporting SEND had or what training are they having?"

Young Person: "What staff are there in the school with special training to help young people who need extra help?"

- Training needs of staff are identified through the school's self-evaluation process.
- In some cases, specialist training is offered to all staff. This is to ensure a greater sensitivity and improved skills in meeting individual needs.
- Staff may attend training appropriate to specific children they are working with, e.g. dyslexia training, counselling skills, training to deliver a specific intervention.
- The school's SENDCo regularly attends our Inspiring Primaries Academy Trust (IPAT) SENDCo network meetings led by the Trust's Head of SEND and Inclusion in order to keep up to date with local and national updates in SEND.
- EPIC provides specialist assessment, intervention and training for all staff and children linked to Speech & Language and Educational Psychology.
- Communications Champions meet termly across IPAT and their skills are used to develop speaking, listening and communication across all needs eg Autism, behaviour, emotions.
- The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. Access to services may include Single Point of Access referrals, referral to Child and Adolescent Mental Health Services (CAMHS) via the GP, specialist school nurses, social worker, First Response Team etc.
- A range of staff are trained in the following:
 - ❖ First aid
 - ❖ Asthma
 - ❖ Diabetes Management
 - ❖ EpiPen
 - ❖ Autism
 - ❖ ADHD
 - ❖ General Speech & Language
 - ❖ Use of Speech & Language strategies such as Hot Spots, Talk Time
 - ❖ Emotional resilience

Q 6. Parent / Carer and Young Person: "How accessible is the setting both indoors and outdoors?"

John Wycliffe School is fully compliant with the Equality Duty. The school can offer access, disabled parking and ramps for wheelchair users as well as a disabled toilet. As a school we ensure where ever possible that equipment used is accessible to all children regardless of their needs. In addition to the

school's curriculum we ensure that after-school provision and extracurricular activities are accessible to all children, including those with SEND. In accordance with the Equality Act 2010 the school has an 'Accessibility Plan' and the Trust has a Pupil Health and Wellbeing Policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. Where equipment and facilities that are additional to, or different from, those already provided, the SENDCo can contact relevant health agencies to ensure the appropriate equipment to support pupils' learning in school is available.

Q 7. Parent / Carer: "How are parents involved in the setting?"

Young Person: "Which parts of my education will my parent/carer get involved in?"

John Wycliffe has an active PTA which all parents are invited to join. We run a number of workshops for parents and grandparents throughout the year, including phonics, calculation & number, eSafety etc. We have two parents evenings a year and additional termly meetings for the parents / carers of children with additional needs. We welcome parents to join in voluntary sessions as often as is practical, including 1-2-1 reading, small group activities and supporting our creative, wider curriculum.

Q 8. Parent / Carer: "How will my child's views be listened to?"

Young Person: "How will my views be listened to?"

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to successfully communicate their own interests, desires, needs, and rights, enabling them to make informed decisions about their learning and future, taking responsibility for those decisions. Pupils on our SEND Record are asked their views and opinions on their learning. Children are asked to review their progress on a termly basis and answer questions about their learning, for example:

- I would like you to know
- What I find difficult
- What you can do to help me
- What I intend to do myself

One page profiles are used to allow children to express their own views about strengths, areas for development, etc. This information is then updated and shared with parents / carers and staff to ensure all stakeholders have contributed equally.

Q 9. Parent / Carer: "What should I do if I have a complaint?"

Young Person: "What should I do if I am unhappy about the support I am receiving?"

In the first instance with any query or concern parents / carers should contact the pupil's class teacher. If this is a more specialised concern then the SENDCo should be contacted and a meeting will be arranged to discuss concerns further. If parents / carers are still not satisfied the Trust's complaints procedure is clearly laid out in the complaints policy available from the school.

Q 10 Parent / Carer: "Who else has a role in my child's education?"

Young Person: "Who else might help me with my learning?"

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. Access to medical intervention could include, use of Education, Health and Care Plans, referral to paediatrician through SPA referrals, referral to CAMHS via school nurse and specialist school nurses. Other agencies that the school may work with include:

- Educational Psychology Service
- Specialist Teaching Service
- Speech and Language Service
- Autism Outreach
- ADHD Solutions
- VI service
- CAMHS
- School Nurse
- Attendance Improvement Officer
- Occupational Therapist
- Physiotherapists
- SEND Parent Information Service

These services will be accessed on an individual needs basis and will include attendance at meetings, offer of advice and in school support, 1:1 sessions, small group work and liaison with parents / carers.

Q11 Parent / Carer and Young Person: "What other support services are there who might help me and provide me with information and advice?"

Information and support for families can be accessed in the first instant by contacting the school directly via email on johnwycliffe@ipat.uk or telephone the school office on 01455 553135. If parents / carers have concerns of a pastoral nature or day to day issues they should contact their child's class teacher directly. If concerns are about SEN, parents / carers should then contact the SENDCo, Mrs Jessica Cross, johnwycliffe@ipat.uk or telephone the school office on 01455 553135.

The new SEND code of practice is available for downloading at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Up to date information about Leicestershire's Local Educational Authorities Local Offer can be found at the following web address:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Q12 Parent / Carer: "How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?"

Young Person: "What help is there to help me get ready to start at my next setting / school / college?"

The school recognises that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible. If a child is joining us from nursery the Reception Class Teacher and/ or the SENDCo may visit preschools when appropriate.

If a child is moving to another school (including to secondary education) we will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for the child and we will make sure that all records about a child are passed on as soon as possible. Children will be supported to ensure they understand the changes ahead. Where possible, a child will visit their new school on several occasions, and in some cases staff from the new school will visit a child in this school.

When children with SEND move classes in school, information will be passed on to the new class teacher in advance.

Q13 Parent / Carer and Young Person: "Where can I find the local authority's Local Offer?"

Since September 2014 Leicestershire LA has published a Local Offer. This has two key purposes:

- To provide clear, comprehensive and accessible information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents / carers, and disabled young people and those with SEN and service providers in its development and review.

Up to date information about Leicestershire's Local Educational Authority's Local Offer can be found at the following web address

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>