



OTLEY AND WITNESHAM FEDERATION SEND INFORMATION REPORT

Date: September 2016
Review date: September 2017

Both Otley and Witnesham Primary Schools are fully inclusive schools; we have been federated since 2014 and work together to support our children. We ensure that all pupils are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise and value the need for a full range of educational and pastoral support. In addition to our SENCOs (Special Educational Needs Co-ordinators Mrs Tomany and Mrs Hubbard-Whitehead) we work very closely with various professionals from a wide range of outside agencies.

This document is intended to provide parents, carers and families with information regarding the ways in which we support all of our pupils, particularly pupils identified with a special educational need or disability. Our practice is continuously monitored and modified to meet the changing requirements of individual pupils' needs.

Otley and Witnesham Primary Schools operates its SEN provision in line with Suffolk Local Authority's SEND and disabilities policies and procedures. To access more information in relation to this you can view

'SUFFOLK COUNTY COUNCIL LOCAL OFFER'.

For all children at Otley and Witnesham Primary Schools with an additional need:

- We use individual and whole class provision maps which clearly state the additional support a child will receive; these are reviewed on a termly basis.
- We deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual children and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need; assess, plan, do, review.
- We ensure that there is access to teaching and learning for pupils with SEN which is monitored through the school's self-evaluation process. Lessons are as inclusive as possible with adjustments made depending on need.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We ensure that our school activities and trips, as far as possible, are accessible to all our SEN pupils.
- Support staff are placed where they are needed throughout the schools to ensure pupil progress, independence and value for money.
- All staff have completed and continue to receive, on-going training in relation to meeting pupils' needs in the classroom.
- Mrs Tomany, SENCO at Otley will provide advice and guidance to staff in both schools.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice in Ipswich or Woodbridge areas.
- We offer support to all pupils and parents during periods of transition; Early Years to Key Stage One, Year 6 to High School.
- We liaise closely with secondary schools at transition times to ensure that SEN pupil information is clearly communicated and recommendations are heard so that the move to secondary school is as smooth as possible.
- We work in partnership with parents and carers to meet the needs of individual pupils.

For pupils with a higher level of need or a statement of SEN or an Education Health and Care Plan (EHCP):

- Detailed planning and monitoring of progress.
- Individualised programmes of work across several areas (where necessary).
- Annual reviews of statements of SEN or a EHCP with recommendations submitted to the local authority.
- Multi-agency planning and assessment of targets at interim reviews.

| Types of SEN for which provision is made at Otley and Witnesham Primary Schools. | Support / provision made at Otley and Witnesham Primary Schools. |
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| <p style="text-align: center;">Communication and Interaction</p> <p>This may include -</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) | <ul style="list-style-type: none"> • Visual timetables to support children to understand what will happen and when during the day. • Support during times of stress or anxiety. • Social skills support through small group intervention e.g. Social Stories. • Use of ICT where possible to reduce barriers to learning. • Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate. • Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts. • Opportunity to communicate in various ways e.g., Makaton. • Small groups or one-to-one support for developing pupil's speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists. • Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toy, stress ball. • Use of individualised reward systems to promote learning and enhance self-esteem. |
| <p style="text-align: center;">Social, Emotional and Mental Health Difficulties</p> <p>This may include -</p> <ul style="list-style-type: none"> • Social difficulties • Mental health conditions • Emotional difficulties | <ul style="list-style-type: none"> • Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy), • Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities. • Referrals are made to specialists outside of the school where appropriate (Educational Psychology Service, Children and Young People Services or Primary Mental Health Workers). • Small group or targeted programmes are delivered to pupils to improve social skills and emotional resilience. • Opportunities to attend residential trips in year 5 or 6 which help to develop social, emotional and |

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| | <p>behavioural resilience, promoting independence.</p> <ul style="list-style-type: none"> • Short term support for pupils with a specific emotional need (separation or bereavement). |
| <p>Cognition and Learning Needs</p> <p>This may include -</p> <ul style="list-style-type: none"> • Learning Difficulties (Moderate-MLD) • Specific Learning Difficulties (Dyslexia, Dyspraxia, Dyscalculia) | <ul style="list-style-type: none"> • Strategies' to promote and develop literacy and mathematical skills with increasing independence. • Targeted small group support in class from the class teacher and teaching assistants. • Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths e.g. Dancing Bears, Apples & Pears, Beat Dyslexia, Plus One, Power of Two. • Small group daily phonics teaching for Reception or Key Stage 1 pupils at their level of phonic acquisition. • Differentiated phonics teaching or repetition of key learning at the phase of 'Letters and Sounds' that individual pupils are working within (lower KS2). • Use of ICT where possible to reduce barriers to learning e.g. Bug Club, Nessy. • Use of support materials and resources such as Numicon. • Provision of table top resources to promote independence to ensure that learning is multi-sensory and practical. • Strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words. • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas. • Multi-agency involvement with the family as required. |
| <p>Sensory and/or Physical Needs</p> <p>This may include-</p> <ul style="list-style-type: none"> • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment | <ul style="list-style-type: none"> • Staff work with specialists such as The Hearing Impairment Service or The Visually Impaired Team to seek advice and guidance on meeting the needs of individual pupils. • Staff work with specialists from outside the school during relevant training and professional development to support children with significant medical needs. • Strategies and programmes of work from the Occupational Therapy Service are followed for children with physical difficulties to support the |

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| <ul style="list-style-type: none"> • Physical Disabilities • Medical Needs | <p>development of gross and fine motor skills in the classroom and around school.</p> <ul style="list-style-type: none"> • Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips , spring scissors therapy putty. • We will provide support with personal and intimate care if and when needed. • We make every effort to be as accessible as possible, for example disabled toilet facilities. • Our staff understand and will apply, the medicine administration policy. Designated paediatric and general first aid trained staff are assigned to break, lunchtimes, trips etc. (See Administering Medicines Policy). • Additional handwriting support through targeted intervention programmes e.g. Toedorescu. • One-to-one support for gross and fine motor skills in the classroom as and when required. • Alternative ways of recording ideas/writing/investigations. |
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If you have any concerns about your child's SEN, progress or provision we would urge you to arrange to discuss the matters further with your child's class teacher and then the school SENCO. Although we would always hope to resolve any issues or concerns informally by working in partnership with parents and carers, school complaints procedures are in place and support Suffolk County Council Policy.

This year (2016 - 17) Otley received £15,092 from their school block allowance and Witnesham received £9,970 for SEN pupils.

Expenditure goes towards supporting teaching assistants to work within classes, specialist equipment or resources and if directed through Statements of SEN or EHCP, some one-to-one support.

J Hubbard-Whitehead and C Tomany

