



Wootton Bassett Infants' School

SEND Information Report

What is the local offer?

Wootton Bassett Infant's school aims to be a fully inclusive school and will actively seek to remove barriers to learning. We aim to ensure that pupils with SEND have the same opportunities as other pupils to benefit from the education and opportunities our school provides; with reasonable adjustments made if required.

We never treat a pupil with SEND less favourably than others because of the nature of his / her need or disability. Wootton Bassett Infant's SEND policy was reviewed and updated by Governors in 2022 and will be updated in 2023. The policy is available on the school website. Paper copies are available to parents from the office free of charge. The SEND policy should be read in conjunction with this report.

Definition of SEND.

Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that we follow to meet the needs of children.

School Information

Wootton Bassett Infants' is an infants school located in the town of Wootton Bassett. We have 5 classes in our school, starting at Reception and finishing in Year 2. We have 135 children on roll. 15% of our children are on the SEND register (identified as having a special educational need) and 2% of our children have an EHCP.

Who are the best people to talk to in school about my child's difficulties? What are their roles and responsibilities?

- SENCo: Hannah Macaulay
- SEND Governor: Michelle McDermitt
- Class teacher
- Headteacher: Alison Pass

What are the different types of support?

The Code of Practice describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. Support and specialist expertise is put in place, as appropriate, to help overcome the difficulties that a child may have. If further support is required, the school may request a statutory assessment of special needs, which may result in an Education, Health & Care Plan being put in place.

There are 4 areas of special educational need:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

How will the school let me know if they have concerns?

Children's needs are identified through a range of methods. The Headteacher, class teachers, teaching assistants and the SENCo use their professional understanding of children's development and learning, alongside parental concerns, relevant information from outside agencies and progress data to identify children who may need additional support to make progress. Support for a child is planned as a graduated response to identified needs in accordance with the SEND Code of Practice. Emphasis is placed on the cycle of Assess - Plan- Do -Review.

All pupils identified with SEND are on the school SEND register which is reviewed and updated at least three times a year. A range of plans will then be used to plan a child's provision, this could include: My Plans (EHCPs), My Support Plans, Early Help Assessments, Pupil Passports and One-page profiles.

Support to reach targets may be carried out in class or may involve interventions, with the child being withdrawn from class for short periods of time.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their commands of English or arises from special educational needs. Support from external services such as EMTAS will be used as part of this identification process.

How are the schools' resources allocated and matched to my child's needs?

Wootton Bassett Infants considers the needs of each child on an individual basis. In the first instance, all children receive high quality differentiated teaching matched to their needs. Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENCo) to develop a personalised programme of support for your child. All intervention programmes are evidence based and are used to narrow the gap between your child's attainment and the attainment of their peers.

What specialist services and expertise are available to my child?

The school uses a range of external agencies to ensure children are receiving the support they need. We follow the SEN Code of Practice and aim to engage in all agencies, health, social care and local authority support services, in 2021 - 2022 these included:

- Educational Psychologist
- Speech and language Therapist
- Specialist SEN service
- EMTAS
- Behaviour Support service
- Occupational Therapist
- Community Paediatrics
- School nurse service
- CAMHs
- Early Help Support

How will the teaching be adapted?

All class teachers ensure that all teaching is differentiated to match the needs of each child. This is achieved through high quality planning and quality first teaching. This includes children who are very able or have a special educational need. Some children may require more focused support, and additional adults may be used to provide support where appropriate. Children who are more able will be challenged through a

mastery approach and effective differentiation. Some children who have a special educational need may require a personalised targeted intervention to support their learning and enable them to access the curriculum. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child?

Your child's progress is continually monitored by their class teacher. Their progress is reviewed formally every term and a National Curriculum stage is recorded against age related expectations, given in reading, writing, maths and science. If your child is in Year 1 and above and their level of need means that it is not possible to assess them against age related expectations, the Engagement Model of assessment is used. This shows smaller but significant steps of progress.

At the end of key stage 1 (Year 2) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. The progress of children with a statutory Education Health Care Plan (EHCP) is formally reviewed at an annual review with all adults involved with the child's education. The SENCO and Headteacher will also monitor that your child is making good progress within any individual work and in any group that they take part in.

How are the parents and children involved in the assessment and review of needs?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. Children play an active part in target setting and reviewing their progress, along with parents and carers. Through Parents Evening and SEND review meetings, parents are involved in the assessment and review of needs. Children who have a My Support Plan will have a review of their needs and progress at least three times a year. If a child has a statutory Education Health Care Plan (EHCP), there will be an annual review meeting.

How accessible is Wootton Bassett Infants?

Our school is located on a hill, so our school has different levels which involves steps and some ramps. Please ask the school office for our accessibility policy.

What are the transition arrangements from pre-school and to junior school?

- Reception teachers met with Old Court children on four separate occasions within the setting and with most other local pre-schools once. To ensure smooth transition, all new reception children are invited to induction sessions of one hour during June and July. In addition, we offer pre-school story sessions that the children and their families are invited to throughout the year.
- The year 2 children visit our feeder Junior school throughout the year for a range of events. The headteacher for the Junior school, Mrs. Macmeekin, visits regularly to talk to the Year 2 children and shares stories with them.
- When the children move to KS2, the SENCo meets with Noremarsch SENCo to discuss needs and support available. All SEND provision and tracking files are moved electronically and physically between schools.
- Children who find transition difficult are offered additional sessions.

How can I arrange a visit?

We hold an Open Morning for prospective parents each September. Visits to the school are warmly welcomed when you will be given a personal tour of the school. Please contact a member of our admin team to arrange an appointment.