



Wyvern School

Meeting the Needs of Pupils with Special Educational Needs and
Disabilities

Special Needs Information Report

For information on Milton Keynes' Local Offer

please go to www.milton-keynes.gov.uk

All Radcliffe Community of Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Vision Statement

Wyvern School believes that all pupils should have the same right of access to a broad and balanced curriculum. We are committed to discovering and providing the best learning conditions for each pupil, promoting development in acquiring knowledge and skills, emotional literacy and social awareness alongside peers.

Wyvern School is an inclusive school and offers the following range of provision to support children with; cognition and learning, communication and interaction and sensory, Social Emotional and Mental health Difficulties and complex medical and physical needs.

The range of support deployed will be tailored to individual needs following assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Information and Guidance

Who should I contact to discuss the concerns or needs of my child?

Class teacher	<p>He / she is responsible for:</p> <ul style="list-style-type: none">➤ Providing high quality teaching for all children.➤ Ongoing monitoring to identify pupils who are not making progress or who have emotional, social and/or behavior needs which are affecting their ability to engage in learning activities.➤ Regularly reviewing the impact of these adjustments, interventions and support,➤ Including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.➤ Liaising with Teaching Assistants employed to support a child with special needs with regard to planning and pupil progress.➤ Applying the school's SEND/Inclusion policy.➤ Following the Wyvern Visual SEND pathway.➤ Directly liaising with parents of children with SEND.➤ Ensuring information regarding SEND children is transferred to the next teacher. <p>If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to speak with the SENCO</p>
Special Educational Needs Coordinator (SENCO) Mrs G Gupta	<p>She is responsible for:</p> <ul style="list-style-type: none">➤ Co-coordinating the provision for pupils with SEND.➤ Implementing the Wyvern Visual SEND pathway.➤ Ensuring that parents are:<ul style="list-style-type: none">• Involved in supporting their child's learning and access to the curriculum• Kept informed about the range and level of support offered to their child• Included in reviewing how their child is doing• Consulted about planning successful transition to a new class or school➤ Liaising with a range of agencies who can offer advice and support to help pupils overcome any difficulties➤ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
Head teacher Mr S Springett-McHugh	<p>He/she is responsible for:</p> <ul style="list-style-type: none">➤ The day to day management of all aspects of the school, including the provision made for pupils with SEND.
SEN Governor Mrs M Thomas	<p>He is responsible for ensuring that:</p> <ul style="list-style-type: none">➤ Supporting school to evaluate and monitor quality and impact of provision for pupils with SEND across the school.

Assessment, Planning and Review

How can I find out about how well my child is doing?

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have emotional, social and/or behaviour needs which are affecting their ability to engage in learning activities.

For some children it may be necessary for them to receive small group or 1:1 support either within the classroom or as a specific timetabled intervention delivered by a Teaching Assistant.

As indicated in our SEN Visual pathway, when reviewing progress following this targeted intervention it may be agreed that a pupil needs support over and above that which is normally available within the class or school. The pupil will be seen as needing SEN support and will be placed on the SEN register.

Additional support is documented in an Individual Provision Plan. In consultation with the SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties. The plan includes a Pupil Portrait recording pupil and parent's views.

In some cases support from a Teaching Assistant may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning and to support transition to Junior school.

Pupil progress meetings are held at least termly. These meetings will involve the class teacher, parents and where appropriate the SENCO. The impact of the support provided is considered along with the progress towards targets set.

Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies.

If your child is continuing to have significant difficulties, further/on-going external expertise may be requested.

Mainstream schools have funding delegated to their budgets according to needs specified in Appendix 3.

Mainstream schools contribute up to the first £6000 (approx. 13 ¼ hours of TA support) for each pupil on a SEN stage of the Code of Practice. Top-up funding can be applied for children whose high needs cost more than £6000. To access this funding schools have to show clearly the provision they have in place using their delegation resources. This will be evident from the schools provision management, pupils' achievement of targets and progress. Funding will relate to the severity of need.

The Pre and Post 16 Top up Panel meet on the first Tuesday of the month and the allocations are provided at their discretion.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ (Joint Council Qualifications) can be accepted for access arrangements for public examinations.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Our school adopts the levels of intervention as described in the SEN Code of Practice. We use a graduated response to meeting pupils' needs. Teachers are responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants and specialist staff. We have systems and processes in place for staff to raise a concern about a pupil's progress and this will be followed up by the SENCO. All staff follow procedures set out in our Visual SEND Pathway in order to identify SEND.

The needs of the majority of children will be met in the classroom through Quality First Teaching. Teachers make every effort to ensure that they plan and implement an inclusive curriculum and provide a fully inclusive learning environment for all children.

For some children it may be necessary for them to receive a Targeted intervention either within the classroom or as a specific timetabled activity. The class teacher, Year Group Leader and SENCO review the effectiveness of any intervention.

A further review will be triggered when despite receiving this differentiated teaching and additional support over a term (2 cycles of Assess, Plan, Do, review), a pupil:

- Makes little or no progress in a specific area.
- Continues to work below Age Related Expectations.
- Continues to experience difficulty in developing key skills.
- Has emotional problems that substantially impede their learning.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

This review will seek to determine whether a pupil has SEND and should be placed on the SEN list.

Intervention

What additional support is available for my child?

Children will have access to learning and the curriculum through individual plans tailored to your child's need or through access to learning support staff:

- Regular intervention programmes in all year groups support children to make progress with their learning
- Class teachers organise and plan for intervention with support from the SENCO or outside agencies as required
- Further information is available through the school or on the school website

Strategies/programmes to support speech and language

- Speech and Language Therapist advice followed and implemented by teaching staff
- Speech therapy individual or group work delivered by ELKLAN trained support staff following speech therapist advice

Strategies to support/develop English inc. reading

- Small group intervention programmes to support reading and writing
- Ability setting for phonics
- Additional reading support
- Opportunities for over learning

Strategies to support/develop Mathematics

- Small group intervention programme to fill gaps and consolidate learning
- Opportunities for over learning

Strategies/support to develop independent learning

- Visual timetables for class & individuals
- Visual prompts for individuals
- Lesson objectives clearly displayed
- Success criteria used in all lessons

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem

- Support from all adults in school
- Small group programmes
- Daily or Weekly celebration opportunities

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Regular contact and liaison with parents
- Transition support when transferring from one year group to another as well as to Junior School
- Consistency of approach by all adults.

Strategies to support / modify behaviour

- School sanctions and reward systems as set out in the School Behaviour Policy
- Advice from Inclusion and Intervention Team

Support/supervision at less structured times of the day including personal care

- Trained staff supervising during break periods
- Access to structured activities overseen by an adult indoors or outdoors as appropriate during break and lunch times
- Trained first aid staff available on the playground during break and lunch times.

Planning, assessment, evaluation and next steps are always agreed through

- Regular reviews with parents
- Pupil progress assessed and reviewed half termly with senior leaders
- Clear support plans for pupils who have needs but don't have specific targets from other agencies
- Provision map available in school showing all the provision in each year group

Partnerships with External Agencies

What support from outside does the school use to support my child?

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.

The school fosters Liaison and Communication with Professionals and Parents; it attends all meetings and prepares all reports.

The school organises:

- Regular meetings as required
- SENCO available – meetings can be booked through the school at any time if there is any concern
- Referrals to outside agencies as required following internal and LA systems
- Speech and Language therapy for specific individual pupils
- Educational Psychologist visits
- Specialist teacher visits
- EMA Network (Ethnic Minority Achievement Network) visits
- Medical Professionals – requesting advice as needed
- Liaison with (CFP) Children and Families Practice MK
- Liaison with (CSC) Children's Social Care

SENDIAS Service

Advice Line 9:30–4:30 Monday – Friday
01908 254518

mksendias@milton-keynes.gov.uk

Civic Offices
1 Saxon Gate East
Central Milton Keynes
MK9 3EJ

MK Special Educational Needs and Disability Service is a statutory service offering confidential and impartial information, advice and support to children, young people and their parents in Milton Keynes who have special educational needs or a disability, between the ages of 0-25, where this is impacting upon their education. Our extended remit now covers health and social care where this relates to SEND and education.

They can help parents/carers prepare for meetings, listen to their concerns, deal with letters and reports and support through the statutory assessment process. We can also help parents/carers to understand their rights, if they are worried about their child's progress at school and to work in partnership with the local authority and schools in a positive way.

Education Professional
responsible for children who
are looked after.
Michelle Mellor Head teacher
of Virtual School in MK

The Virtual School oversees and monitors provision for
children who are in the care of the local authority.

Transition

How will the school help my child move to a new class/ year group or a different school?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving classes in school:

In July pupils take part in ‘going up’ mornings. On these mornings pupils spend time with their new class and teacher.

For children with additional needs extra opportunities are given for them to spend time in their new classroom and with the adults in the Year Group.

Extra transition activities e.g. personalised transition booklets are provided depending on the pupils needs.

The class teachers liaise concerning all children and for those with additional needs the SENCO will be involved in this liaison and parents are invited to discuss any concerns they may have.

Year 2-3 transition

During the Summer Term before the Year 2 pupils move to another school the SENCO makes contact with the SENCO at the child’s new Junior school to discuss the pupils’ needs. Where appropriate additional transition visits are organized and pupils are invited to take part in small group sessions regarding transition. These sessions are tailored to the individual needs of the pupils.

Joining Foundation Stage:

Pupils due to join Foundation Stage in September are invited to attend a morning session on one of our ‘going up’ mornings in July.

Prior to this the class teachers will have visited the children in their current settings, introducing themselves to the child and having the opportunity to talk to staff. All children will receive a home visit from their new class teacher and a member of the support team.

Joining Wyvern during the school year:

The class teacher and a member of support staff will carry out a home visit prior to their start date.

For children with additional needs our SENCO will liaise with the child’s previous school regarding those needs.

Parents will be invited to meet with the SENCO to discuss any concerns.

When moving to another school:

We will contact the School SENCO and share information about special arrangements and support that has been in place for your child to help your child achieve their learning goals

We will ensure that all records are passed on as soon as possible

Staffing Expertise

How skilled are the staff in meeting the needs of my child?

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. Recent training has covered :

- Behaviour support
- Speech and Language
- Nurture/Social and emotional needs
- Autistic spectrum
- Medical needs and support

Milton Keynes has Special Schools provision which schools can go to for advice to review, evaluate and develop provision for pupils who have the most complex needs.

Budget

How are the school's resources allocated?

The school has an SEND Budget allocated each year. The money is used to provide additional support or resources to support the needs of children.

This can be

- Providing specialist equipment to support a need e.g.: a writing slope or exercise books using buff or cream coloured paper to reduce glare or visual distortion
- Providing additional intervention programmes to help a child learn and progress
- Providing a Teaching Assistant to support small group learning
- Providing any resources to support learning in any area

Environment

How accessible is the school environment?

- Wide doors are fitted to outside doors on the main building and main entrance on Foundation Stage
- Two toilets are adapted for disabled use. One in Foundation and one in the main building
- All door thresholds around the main building are level
- Ramped level access from the car park to the main building reception
- Disabled space marked out in car park

Activities and Trips

How will my child be included in activities outside the classroom, including school trips?

Activities and school trips are available for all

- Risk assessments are carried out and procedures are in place to enable all children to participate
- However, if it is deemed appropriate that an intensive level of 1 to 1 support is needed, a parent or carer may be asked to accompany their child during a specific activity

Parental Involvement

How can I help support my child's learning?

We value parents as partners in their child's learning journey. All parents are encouraged to contribute to their child's education. This may be through:

- Parents evening discussions
- Working with your child at home by hearing them read regularly, supporting completion of homework and other additional activities provided by school
- Review meetings
- Ensuring good attendance and punctuality
- Ensure your children are ready for school; sufficient sleep, nutritious breakfast and have all they need with them - well equipped for learning

Appendix 1

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people succeed, no matter what their background. The Bill will reform the systems of adoption, looked after children, family justice and special educational needs.

The Government is reforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps by

- Replacing statements and learning difficulty assessments with a new Birth to 25 education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a "local offer" of support

What is the local offer?

The local offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower level SEN as well as the options available to support families who need additional help to care for their child.

What will the local offer do?

This will provide information about services in the local area and how these can be accessed. With regard to education it will let parents / carers and young people know how schools and colleges will support them and what they can expect from these settings. It will help parents / carers and young people make decisions about how best to support the needs they have. During the last year the format has been discussed at national and local level.

The local offer will be published in September 2014.

Appendix 2

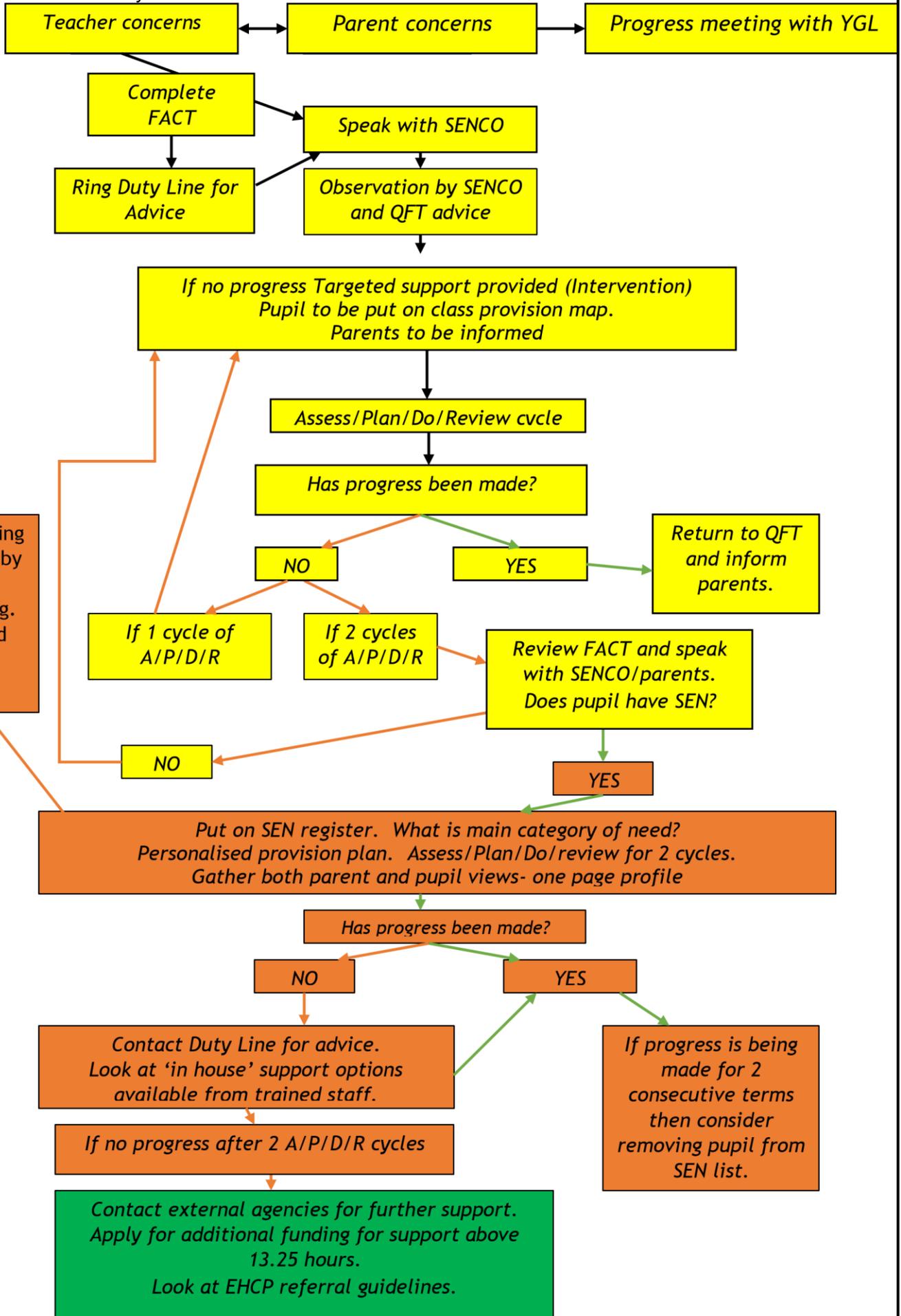
Glossary of terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
APS	Average Points Score
ASD	Autistic Spectrum Disorder
AWPU	Age weighted pupil unit
BESD	Behavioural Emotional and Social Difficulties
BST	Behaviour Support Team
CAMHs	Child and Adolescent Mental Health Service
CFP	Children and Families Practice
COP	Code of Practice
CP	Child Protection
CSC	Children's Social Care
DCD	Developmental Coordination Disorder
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meal
HI	Hearing Impairment
IDACI	Income Deprivation Affecting Children Index
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PRU	Pupil Referral Unit
PSP	Pastoral Support Plan
SALT	Speech and Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Needs Coordinator
SPLD	Specific Learning Difficulty
VI	Visual Impairment

Appendix 3 Notional SEND Budget

- First £6000 will be allocated using proxy indicators (regardless of whether or not the pupil is statemented or type of statement)
- Proxy indicators
 - £5000 from the lump sum
 - 4% AWPU
 - 25% FSM in Primary sector or 30% FSM in Secondary sector
- 50% IDACI
- 100% Prior Attainment

SEND Pathway



Pupil is being supported by outside agencies eg. Speech and Language Therapist