

Worthington Primary School

SEND Information Report.

1. How we identify Special Educational Needs

At Worthington Primary School students are identified as having SEND through a variety of ways, including liaison with Worthington Preschool through visits and conversations by the school's teachers and Preschool SENDCo. SEND are also identified by the SENDCo (Mrs Pratisha Mistry) through concerns raised by parents and by Class Teachers, through a reported lack of progress in lessons despite quality first teaching and through liaison with external agencies e.g. paediatrician, Speech and Language Therapist. Children

2. **Types of Special Educational Needs** Children with SEN may have a variety of needs, which generally fall into the following categories:

- a. **Cognitive and Learning Needs** – Includes conditions such as dyslexia, dyscalculia, and general learning difficulties that affect a child's ability to process information.
- b. **Communication and Interaction Needs** – Encompasses speech and language disorders, as well as autism spectrum disorder (ASD), which can impact communication and social interaction.
- c. **Social, Emotional, and Mental Health Needs (SEMH)** – Covers conditions such as ADHD, anxiety disorders, and emotional difficulties that affect a child's behavior and well-being.
- d. **Sensory and Physical Needs** – Includes visual impairments, hearing impairments, and physical disabilities that require specialized support and accessibility adaptations.

3. How parents/carers can raise concerns about their child.

A phone call to the school office is the best way to contact us as teachers do not have free time during the day unless it is planned in advance. Talk to us – firstly, contact your child’s class teacher. If your child is a cause for concern, then the teacher will refer to the SENCo.

4. How we will support your child

Identification and Assessment Early identification of SEN is crucial for providing effective support. Schools typically follow a structured process:

- **Observation and Monitoring** – Teachers and staff observe students to identify any persistent challenges in learning and development.
- **Assessments and Screenings** – Formal and informal assessments help determine the child’s specific needs.
- **Involvement of Specialists** – Schools may involve educational psychologists, speech therapists, and other professionals to evaluate and support students with SEN.

Students’ progress is continually assessed by the class teacher, who plans, assesses and reviews progress through a set of targets.

The progress is then reviewed and reported to the SENDCo and to parents via an IEP (Individual Education plan).

Students who do not make expected progress are identified and may require additional support. There may be an LSA/TA working with your child, either individually or as part of a group, if this is seen as necessary by the teacher. If a student still shows slow progress, then

he/she will be referred to the SENDCo. At this stage the student will be placed on the SEND Register and parents informed.

5. How this is explained to Parents and Carers

The class teacher meets with the Parents at Parent's Evening- held twice a year. If your child is receiving support additional to, or different from, that which is normally available to their peers, then that will be discussed between the parents, class teacher and when necessary, the SENDCo when the support is decided upon.

6. Governor's involvement and responsibilities.

The Governor with responsibility for SEND is Mrs Nicky Smith-Watson. The SEND Governor meets with the SENDCo once a term. She will then report to the Full Governors meeting. The SEND Policy is reviewed annually by the SENDCo and can be seen on the school website.

7. How we adapt the curriculum so that we lower Barriers to learning.

Our curriculum is reviewed and adapted to meet the needs of each child. The staff makes resources and work easier or more challenging so that every student is able to learn at the appropriate level. We also use additional schemes for individuals and small groups of students which include phonics programmes, reading/writing groups.

8. How we modify teaching approaches

Our staff use a variety of teaching approaches which means we are able to adapt to a range of SEND. All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson there could be three different levels of work set for the class, however on occasions this can be individually differentiated.

9. How the school supports your child's learning, how we can help you to support your child at home, and what opportunities there are for you to discuss your child's progress.

We offer an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical strategies that you use to help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

10. How the school knows how each student is doing

As a school we measure children's progress in learning against national expectations. Teachers continually assess each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Reception through to Year 6. We do this by formal reporting for example, reading ages. Students who are not making expected progress are picked up through progress review meetings attended

by all members of the teaching staff which includes the Head teacher and SENDCo.

In this meeting a discussion takes place about why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings and we have concerns you will be informed.

11 What support we offer for your child's well-being?

We are an inclusive school. We welcome and celebrate diversity. All staff realise that student's self-esteem is crucial to that student's well-being. We have a caring understanding team looking after all of our students. The class teacher has overall responsibility for the pastoral, medical, behaviour and social care of every student in their class, therefore this would be your first point of contact. If further support is required the teacher liaises with the SENDCo and Head teacher. This may involve working alongside outside agencies such as CAMHS, Hearing specialists etc. The school also has a trained ELSA (Emotional Literacy Support Assistant), who works with vulnerable students during the school day.

Well-Being Team

There is a group of children in the school, alongside Mrs Mistry, that have been chosen to be the well-being ambassadors of the school. These children look out for and support the well-being of all the children in school by running lunchtime clubs, mindful activities and helping to organise well-being days in school.

12 Support for behaviour

If a child has behaviour difficulties, a Behaviour Support Plan (BSP) is written alongside the child and parents informed. The BSP identifies

specific issues, puts relevant support in place and sets targets. This will pull together all of the support that we can offer, including the services of an Educational Psychologist, in order to avoid exclusion. Attendance of every child is monitored on a daily basis by the class teacher.

13 The views of the child

If your child is accessing SEND support, then their views, together with yours, will be used to shape the interventions that are needed through a pupil passport. Any student on an EHCP (Educational & Health Care Plan) will have an annual review meeting where their views will be recorded.

14 Specialist services and expertise accessed by the school

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including Educational Psychologist Service, paediatricians, speech and language therapists and social services.

15 Training for the staff supporting children with SEND

All teachers are teachers of students with SEND. Teaching staff have SEND training when available and appropriate for the school at the present time. We mainly have training around the more common Educational Needs such as, Autism, ADHD, Dyslexia and Speech, Language and Communication Difficulties. The SENDCo is a qualified and experienced teacher and holds the National SENDCo Award.

16 Inclusion of students in activities outside the classroom, including school trips

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to make sure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then an alternative activity which covers the same curriculum area will be provided in school.

17 Accessibility of the school environment

It is school policy to continue to improve all aspects of the physical environment of the school site and other resources so that all disabled students can take full advantage of the education and associated opportunities provided by the school. However, due to the fact that the school has multiple levels and most rooms are accessible by steps, access can be limited.

18 Preparing and supporting student when transferring to a new school

When Year 6 are ready to transfer to their new Secondary School, we encourage all students to visit the school on open evenings, when they may be given a tour. They are then allowed two days at the end of the summer term to get acclimatised to their new surroundings. For students with SEND, we encourage the children to have extra days to become accustomed to the school. The number of extra days depends on the individual child.

We ensure that the needs of all children who have SEND are met to the best of our ability within the funds available. The SENDCo, Mrs Pratisha Mistry, is directly responsible for the provision that students with SEND receive.

19 The type and quantity of support your child might receive

Teachers, alongside the SENDCo, will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge any gaps to achieve age expected levels. Support varies from advice and information to teachers, to specific, targeted interventions. The level and type of support will be through on-going discussions with parents, when appropriate the student and outside professionals, should we consider their expertise useful.

Support Strategies in Primary Schools Schools implement a range of strategies to support children with SEN, including:

- **Individualized Education Plans (IEPs)** – Tailored plans that outline specific learning goals and support strategies.
- **Differentiated Teaching Methods** – Adjusting teaching styles, materials, and pace to accommodate diverse learning needs.
- **Teaching Assistants (TAs)** – Additional support staff who provide one-on-one or small group assistance.
- **Assistive Technology** – Tools such as speech-to-text software and visual aids to enhance learning accessibility.
- **Inclusive Classroom Practices** – Encouraging collaborative learning and peer support to foster an inclusive environment.

20 Conveying the impact of support to parents

We regularly review student's progress and convey this to parents on an on-going basis through the child's IEP. This can be accessed online through the PAGES platform. Children will also have targets in their reading journal to show progress.

Challenges and Considerations Despite progress, challenges remain in supporting SEN students effectively:

- **Limited Resources** – Schools may face funding constraints that limit specialist support availability.
- **Teacher Training** – Continuous professional development is essential to equip educators with SEN strategies.
- **Parental Involvement** – Engaging parents in their child's education is crucial but can be complex due to various socio-economic factors.

21 Legal and Policy Framework In many countries, laws and policies ensure that children with SEN receive appropriate support. For example:

- The **Children and Families Act 2014 (UK)** introduced Education, Health, and Care (EHC) plans for children requiring significant support.
- The **Individuals with Disabilities Education Act (IDEA) (USA)** ensures free and appropriate public education (FAPE) for children with disabilities.
- Schools must follow **Equality and Inclusion Policies** to prevent discrimination and promote accessible learning environments.

22 Who you contact for further information or concerns

The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet Mrs Pratisha Mistry, the school's SENDCo. The email address is pmistry@worthington.leics.sch.uk. The last point of contact will be the Headteacher.

23 Who you should contact if you are considering whether your child should join Worthington Primary School

Contact the school office on 01530 222319 or information@worthington.leics.sch.uk to arrange to meet Mrs Clark (Head Teacher) and Mrs Mistry (SENDCo and Senior Teacher) pmistry@worthington.leics.sch.uk to visit the school for a tour and to discuss how the school could meet your child's needs.

24 Conclusion

Supporting children with Special Educational Needs in primary schools is essential for fostering an inclusive education system. By identifying needs early, implementing tailored strategies, and ensuring collaboration between teachers, parents, and specialists, schools can create an environment where every child can thrive and reach their full potential.