



## **Water Hall Primary School - SEN Information Report 2020/21 Special Educational Needs and Disability (SEND) Information**

Water Hall is a mainstream primary school which aims to promote the progress and successful inclusion of pupils with special educational needs and disability (SEND). The 'Special Educational Needs and Disability Code of Practice: 0 to 25 years', Department for Education and Department of Health (2015) describes a child or young person as having special educational needs if they have a learning difficulty or disability that requires special provision to be made. The SEND Code of Practice states the four main broad areas of need as;

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties
- Sensory and / or Physical Needs

If your child has an identified Special Educational Needs what can Water Hall Primary School offer?

We believe in the achievement, ambition and progress for all children.

- We aim to meet the needs of individual children through quality first teaching and reasonable adjustment.
- All pupils receive quality first teaching, children with additional needs may also receive targeted interventions and personalised support. Our staff have high expectations and aspirations for all pupils.
- There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.
- We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENDCo, specialist teaching staff both within the school and external professionals such as Speech and Language Therapists, Educational Psychologists, the Inclusion and Intervention Team, Occupational Therapists, Mental Health Support Team (MHST) and Child and Adolescent Mental Health Service (CAMHS) to ensure that the school can meet a broad range of special educational needs. We also work with counsellors who can carry out 1;1 services with family consent and also the CAMHS support team, who can access CAMHS following their support if needed.

We regularly monitor the progress of all children and the effectiveness of our delivered interventions, supporting academic and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children. Termly pupil progress meetings are held between SLT, SENDCo and teaching staff to monitor and track the individual progress of all children.

Prior to joining Water Hall all children have a home visit. The SENDCo may attend the home visit if a child has an identified special educational need, disability or medical need. Information about the specific need is obtained and any training, adaptations to the environment and equipment are secured, where appropriate.

To ensure every child is fully included within all learning experiences, the school will carry out individual health and safety risk assessments and procedures will be put in place, when necessary, to enable all children to participate, wherever possible. If a health and safety risk assessment suggest that an intensive level of 1-1 support is required or that an activity may not be suitable for a child, then this will be discussed with the parents prior to the trip or activity. Every measure is taken to fully include all children as long as it is safe to do so.



Who are the best people to talk to at Water Hall about your child's difficulties with learning or SEND?

The initial point of contact to discuss any concern you may have about your child's learning is the class teacher. The class teacher may then share your concerns with the school Special Educational Needs and Disabilities Coordinator (SENDCo). The SENDCo will then meet with you and the class teacher to discuss your concerns, complete an initial observation to assess what additional support may need to be put in place or suggest the involvement of an external agency.

How should you let the school know if you have concerns about your child's progress in school?

- If parents/carers have concerns about the progress of their child the first point of contact is always the class teacher. The class teacher may then arrange a meeting with a member of the senior leadership team or the SENDCo.
- The school SENDCo can be contacted via the school office.
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Mrs Helen Carr is the SENDCo for Water Hall Primary School, she holds the National Award for SEN Coordination.

Mrs Carr is usually at the front door each morning for an informal chat, she can also be contacted via the school office;

[office@waterhallprimary.co.uk](mailto:office@waterhallprimary.co.uk)

01908 377833

How does Water Hall know if your child requires extra support?

The progress of all pupils is monitored regularly by class teachers. When a pupil is not making expected progress and performing below expected levels in a particular area of learning the school aims to quickly identify the need for additional support.

In line with the Special Educational Needs and Disability Code of Practice (January 2015), the school has a graduated response to individual specific needs.

How will Water Hall measure the progress of your child in school?

- When pupils are identified as requiring additional support appropriate intervention programmes and support groups are identified. A baseline assessment is obtained before the pupil joins a support or intervention group, at the end of the intervention the pupil is reassessed to establish an exit level, progress is monitored as well as the impact of the intervention.
- Pupil progress meetings are held each term, and more often if required, to monitor individual progress.
- Class teachers discuss pupil progress with parents and school colleagues, including the Senior Leadership Team, subject co-ordinators, the SENDCo and where appropriate external support agencies.
- We may use the EYFS assessment objectives or P levels to monitor and track the progress of children with SEND, to show small steps of progress and break down the National Curriculum levels further to show this progress.

How will teaching be adapted for your child with SEND?

- Pupils identified with an SEND are supported in a variety of ways including:
  - Differentiated work to meet individual needs, small group and 1:1 support as appropriate.
  - Individualised targeted intervention programmes.
  - Specialist support may be requested by the SENDCo. Parental consent is required to involve an external agency.



-Advice on the adaptation of the learning environment to meet a pupil's specific needs would be sought from the appropriate external agency e.g. Specialist Teacher for Visual Impairment, Occupational Therapist.

-Specialist equipment recommended by external support agencies or Health professionals, e.g. Inclusion and Intervention Team, Educational Psychologist, Physiotherapy, Speech and Language Therapist, would be purchased through the Local Authority Top Up Funding for High Needs Pupils.

-The school Accessibility Plan is available on request from the school SENDCo.

How are Water Hall teaching staff supported to work with children with an SEND and what training do they have?

- Water Hall staff have a range of experience and expertise.
  - Teaching and support staff are trained in teaching phonics (Read, Write Inc), reading interventions including; Boosting Reading and Fischer Family Trust.
  - Members of the Senior Leadership Team and Family Support Team are Mental Health First Aiders and Mental Health Champions.
  - All staff have general First Aid training and some staff have extra paediatric first aid training..
- The school SENDCo supports class teachers and teaching assistants.
- The school identifies whole school training and training needs for specific staff to improve the teaching and learning of children including those with SEND.
- School staff attend additional training provided by external specialist providers, including the Local Authority Inclusion and Intervention Team, health professionals and specialist training providers when required.

How is Social, Emotional and Mental Health supported?

- Mental health is important at every stage of life, from childhood through to adulthood.

Everything we do at Water Hall is underpinned by our school values. Our values support us to think about the kind of people we aspire to be and the education we aspire to. Our values support children to learn about human diversity and instill in them the knowledge, skills and attitudes they need to live together.

The school day starts with a morning activity which may be a Mindspace session, which encourages a calm start to the day and allows children to prepare for the day's learning through raising self esteem, building confidence, recognising feelings about themselves and others, reflection and self affirmation.

Mindspace has been developed to support children's mental health and well being. As educators we have a duty of care to protect our children and to remove any barriers to learning. Water Hall recognises that mental health and well being can be a barrier to learning. We encourage good mental health for all pupils and staff at Water Hall.

Sometimes a child may require additional pastoral support from a member of the school teaching team or Family Support Team. This may include opportunities to talk through concerns, including bullying, with school staff, additional Mindspace intervention sessions, small social skills groups, Happy Secrets interventions..



What arrangements are in place for involving SEND children in review meetings and EHCP Annual Reviews?

- Children are involved in SEND review meetings, whenever possible, and are encouraged to share opinions about their learning and school experience.
- Pupil voice is obtained when applying for EHCP assessment using the Milton Keynes EHCP paperwork and the SEND Support Plans, the majority of children complete this with support from the class teacher or SENDCo. School may also use a one page pupil profile to collect the opinion of the pupil prior to an annual review meeting.
- All children with an EHCP are involved in their annual review meeting, this will vary according to the child's special educational needs and participation can range from the child attending all or part of the meeting and playing a full role in the review to assisting in the preparation of the meeting including being present at the start of the meeting to welcome the guests. Children's views are sought prior to the annual review, in an appropriate way depending on the child's capability, and are shared at the meeting by the child or their class teacher.

How will Water Hall inform you about your child's progress?

- A minimum of one parent consultation meeting a term between the class teacher and parent is held to review and evaluate pupil progress. Additional meetings with external agencies may be held if necessary.
- The SENDCo may attend parents evening consultations with the class teacher if requested by parents or class teacher.

How will Water Hall support your child when they transfer to another school e.g. at the end of Year 6?

- SEND pupils are supported during transition by the class teacher, teaching assistant, SENDCo and Family Support Worker. Depending on the individual needs of the pupil transition arrangements may include a transition plan and / or passport/one page SEND profile sheet and arranging additional visits to the pupil's new school.
- The SENDCo will liaise with the secondary school and support both the school and parents, to ensure all information about the child is shared to support the transition successfully.
- The SENDCo can assist you with visits to schools you are considering and speak to the SENDCo's to establish if the school is suitable for your child's needs.
- The SENDCo and family support workers will also support parents to complete the secondary school application paperwork when necessary.
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Who can you contact for further information?

- If you wish to discuss your child's SEND needs further please contact your child's class teacher first or the school SENDCo.
- If you have on-going concerns or feel that you require further clarification regarding the provision for your child you are welcome to make an appointment with the SENDCo and Head Teacher.
- The Inclusion and Intervention team can also be contacted on the Duty Line, details are on the Milton Keynes SEND Local Offer.



School contact details;  
office @waterhallprimary.co.uk  
01908 377833

Link to Milton Keynes SEND Local Offer;  
[www.milton-keynes.gov.uk/sendlocaloffer](http://www.milton-keynes.gov.uk/sendlocaloffer)

Milton Keynes SEND Independent Advice Service (SEND IAS);  
advice line: 01908 254518 from 9.30am to 4.30pm  
[mksendas@milton-keynes.gov.uk](mailto:mksendas@milton-keynes.gov.uk)

This School Information Report should be read in conjunction with the following;  
The Special Educational Needs and Disability Code of Practice (2015)  
Equality Act (2010)  
Special Educational Needs and Disability (SEND) Policy  
Admissions Policy  
Supporting Children with Medical Needs Policy  
Accessibility Plan  
Behaviour Policy  
Anti-bullying Policy  
Complaints Policy