



The Willows School Academy Trust

PARENT INFORMATION: SPECIAL EDUCATIONAL NEEDS (SEND) AND SEN INFORMATION REPORT 2023 -2024

Updated September 2023

If you have any difficulty understanding or accessing this document or you would like to discuss any issues further, please contact Ms D. Vourdanou (SENCO) she will go through this with you. Our SEND Governor is Mr Olumuyiwa Olufunwa and the Head teacher is Mr. M Shaw. Our school phone number is 0208 841 7176.

Our school academy has an approach to meeting the needs of pupils with special educational needs and disabilities (SEND) which is supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen.

We aim to accommodate a wide range of needs, which may include (but not exclusively) the following, categorised in the Code of Practice as the 'four areas of need':

- Cognition and Learning
 - Moderate Learning Difficulties (MLD)
 - Specific Learning Difficulties (SpLD) such dyslexia, dyspraxia and dyscalculia
- Communication and Interaction
 - Autism Spectrum Disorder (ASD)
 - Speech, Language and Communication Needs (SCLN)
 - Attention and listening difficulties
- Social, Emotional and Mental Health (SEMH)
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - attachment disorders
 - emotional difficulties
 - mental health difficulties
- Physical and Sensory
 - Hearing impairment,
 - Visual impairment
 - fine and gross motor difficulties
 - physical disability
 - medical needs including asthma, allergies, epilepsy

Many pupils have more than one need or area of difficulty. We work closely with the family and outside agencies to ensure that we provide an inclusive education.

This report has taken into account the revised SEND Code of Practice (2015). The London Borough of Hillingdon also provides a local offer for pupils with SEND which can be accessed at:

<https://careandsupport.hillingdon.gov.uk/?pageId=3553>.

The Willows School Academy Trust local offer can be accessed at:

<https://the-willows-school-academy-trust.secure-primariesite.net/local-offer/>

The Willows School Academy Trust is a fully inclusive SEND school that admits pupils from Year 1 to Year 6. Our aim is to ensure that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

Children are identified as having SEN when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Once this occurs we have specific needs based plans and pupil profiles which help support their development and accelerate progress. Not all pupils who are working below national expectations will necessarily be SEND. The school recognises there are a number of reasons why a pupil may fall behind such as absences and that although these pupils are vulnerable, that does not mean they have special educational needs.

In May 2023 The Willows School Academy Trust has 100% (76) of pupils on the SEND Register with an EHCP. Some children may be on for multiple reasons as they have more than one main need within their EHCP.

- No. of pupils receiving SEN Support = Whole school population
- No. of pupils with Education, Health and Care Plans = 100% (76) whole school population
- The main areas of need (pupils may have more than one need) is broken down as:
 - Social, Emotional and Mental Health = 80% (60) of 76 pupils
 - Physical and Sensory = 5% (4) of all SEN pupils
 - Communication and Interaction = 14% (11) of all SEN pupils
 - Cognition and Learning = 34 % (26) of all SEN pupils

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEND, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children. It is intended mainly for parents/carers and should be read in conjunction with the school's SEND Policy. Other useful documents such as our Disability Accessibility Plan, Medical Needs Policy, Equality Plan and Admissions Policy are available on the school website.

If you are considering The Willows School Academy Trust and your child has special educational needs and/or a disability, please contact the school for further information about what we can offer.

Please also look at the school's Special Educational Needs and Disability Policy 2023-24 on the school website as this gives further information about how SEND is organised in The Willows School Academy Trust.

These are some frequently asked questions about provision for children with SEND:

<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • Speak to your child's class teacher in the first instance • If you need further specialist advice or if you are concerned your child is still not making progress speak to the SENCO (Ms D. Vourdanou). • If you still have concerns you can speak to the Head teacher (Mr M Shaw). The next step would be to approach the school SEND Governor, Mr Olumuyiwa Olufunwaand. The school number is 0208 841 7176.
<p>How will the school let me know if they have any concerns about my child's learning or progress in school?</p>	<ul style="list-style-type: none"> • All pupils have individual national curriculum targets set in line with national outcomes to secure ambition. Parents are informed of these via the reporting system and also at events such as parent consultation weekly calls. • Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. • The class teacher will inform you if your child is not making progress in a face to face meeting or via a telephone conversation. The class teacher will want to find out more and listen to any concerns you may have. • The class teacher may invite you to contact the Deputy Head for further advice and guidance on meeting the needs of pupils with SEND or to discuss referrals to outside professionals.
<p>How is extra support or resources allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget, received from Hillingdon LA, includes money for supporting children with SEND. It is allocated on a needs basis. The children who have the most high level and complex needs are given the most support often involving an additional adult. • The Head teacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school and resources available. We ensure that all children who have SEND have their needs met to the best of the school's ability within the funds available. • We have a team of Teaching Assistants who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs. • Pupil progress meetings are held termly with the Senior Leadership Team, SENDCO and class teacher and form part of the whole school tracking system. The pupil's progress is screened and any gaps in their learning is highlighted. This is a further opportunity to discuss and plan support. • Pupils are observed in the classroom by senior leaders, SENDCO, external professionals. • Work sampling and scrutiny of planning ensures effective matching of work to pupil need.

	<ul style="list-style-type: none"> • Extra support might take the form of: targeted differentiation, in class additional adult support, out of class intervention, small group work, provision of specialist resources or equipment, access to targeted before/after school clubs, access to outside professionals. All support and additional resources are reviewed regularly and changes made as needed.
<p>What are the school's arrangements for LAC pupils with SEND?</p>	<ul style="list-style-type: none"> • We understand that Looked After Children (LAC) and post Looked After Children (post LAC) with SEND are amongst our most vulnerable pupils. • The Designated Teacher for LAC pupils is Mr M Shaw (Head teacher) and is responsible for over-seeing all matters related to LAC pupils at The Willows School Academy Trust. • Where the LAC pupil has SEND, school maintains close contact with the carers/parents, the Local Authority Virtual School, the allocated social worker and the Independent Reviewing Officer (IRO). Contact with parents and the passing on of information is always guided by Social Care and the IRO. The Designated Teacher will involve the SENCO as soon as special educational needs have been raised as a concern.
<p>Who are the children with SEND in this school?</p>	<p><u>Directly funded by the school (prioritised by the Head/SENDCO on a</u></p> <ul style="list-style-type: none"> • Trained Teaching Assistants (TAs) • Additional independent Educational Psychologist input (this includes dyslexia assessments) • Educational Psychology Service (EPS) • Speech and Language Therapy (SaLT) for those children with an EHCP (provided by Health but paid for by the Local Authority). • Specific Learning Difficulties Consultant (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) • Inclusion Support Team • Educational Welfare Service (attendance) <p><u>Provided and paid for by the Health Service (NHS Trust) but delivered in school:</u></p> <ul style="list-style-type: none"> • School nurse • Speech and language therapy at SEN Support level

<p>How are the teachers in school helped to work with children with SEND and what training do they have?</p>	<ul style="list-style-type: none"> • Our SENDCO is fully qualified, having undertaken the National SENDCO accredited training. • The SENDCO's job is to support the class teacher in planning for children with SEND and to coordinate the provision for SEND pupils. The SENDCO provides advice and guidance on strategies and class based provision. • School has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on a range of SEND issues such as speech, language and communication needs, target setting, ASD. • The Deputy Head/Inclusion Manager delivers regular training takes place for TAs and the Inclusion team on delivering structured interventions. • The SENDCO provides training for the LSAs supporting pupils with Education, Health and Care Plans. • All TAs delivering speech and language programmes receive regular training from the speech and language therapist. • Staff are also sent on relevant courses run by external agencies as appropriate. • A number of staff are trained as First Aiders.
<p>How will the teaching be adapted for my child with SEND?</p>	<ul style="list-style-type: none"> • Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met through appropriate differentiation of the learning. Reasonable adjustments will also be made to support assessed needs and Accessibility plans. • Specific resources and strategies will be used to support your child individually and in groups. For pupils at SEND Support level, this will usually be recorded on a Support Plan. Where appropriate, the class teacher will incorporate strategies and advice given by outside agencies eg. Educational Psychologist.

<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child’s progress is continually monitored by his/her class teacher and is reviewed formally every term and an assessment level given in reading, writing and numeracy. • Progress is reviewed termly in pupil progress meetings with the Senior Leadership Team, SENDCO and class teacher. • At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are formally assessed using Standard Assessment Tests (SATs). Year 6 results are published nationally. • Pupils at SEND Support level will have a Support Plan which will be reviewed with your involvement. Class teachers will endeavour to meet with parents to discuss the strategies and interventions on these plans. • Pupils on Support Plans are monitored through the Assess, Plan, Do, Review cycle – if there are not enough signs of progress then further assessment takes place. • The progress of children with an EHCP is formally reviewed at an Annual Review with all adults who are involved with the child’s education. • The Inclusion Team monitor attendance, punctuality and behaviour across the school. • The Deputy Head/SENDCO monitor the impact of any additional support or interventions for SEND pupils.
<p>How is The Willows School Academy Trust accessible to pupils with SEND?</p>	<ul style="list-style-type: none"> • Our aim as a school is to make reasonable adjustments for children with SEND by taking action to increase access to the curriculum, the environment and to printed information. • All children will have an assessment on entry to the school. • The Willows School Academy Trust building is accessible to those with physical disabilities. • We ensure that teaching resources and equipment used are accessible to all children regardless of their needs. • After school and extra-curricular provision is accessible to all children including those with SEND.
<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • 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 ensure everyone’s health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. • Within school, all activities/workshops are fully accessible and planned with our pupils’ needs in mind.

<p>What support do we have for you as a parent of child with SEND?</p>	<ul style="list-style-type: none"> • At The Willows School Academy Trust we believe that your child’s education should be a partnership between parents and teachers and therefore we aim to communicate with you regularly. • The class teacher is frequently available to discuss your child’s progress or any concerns you may have. • The Deputy Head/SENDCO and class teachers available to discuss your child’s progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. • Support Plans will be reviewed with your involvement twice a year. • Home learning will be adjusted as needed to your child’s individual needs. • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. • Parents are invited to concerts, PTA led events, celebrations and other events. • Parents coffee mornings are held regularly by the Family Support lead and at least once a year there is a meeting with a specific SEND focus.
<p>What support is there for my child’s overall wellbeing?</p>	<ul style="list-style-type: none"> • We are an inclusive school; we welcome and celebrate diversity. The staff believe that children having high self-esteem is crucial to a child’s well-being. We have a caring, understanding team looking after our children. • School offers an evaluated Personal, Social, Health Education (PSHE) curriculum which equips pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included in this curriculum area.

	<ul style="list-style-type: none"> • The Willows School Academy Trust takes bullying very seriously and anti-bullying is a big focus within the school year. • The Family Support Worker and Learning Mentors offer pastoral support for all pupils in the classroom, in small groups and on an individual level. They are also available to support families with a range of issues and run parenting groups in school. • The Willows School Academy Trust has an open door policy that enables pupils and parents to speak to them with any concerns they may have. The teachers, TA's, Deputy and Head Teacher are in the playground, as well as, at the beginning and end of school to meet and greet pupils and parents. • Social skills groups and enrichment activities such as drumming and visual arts and are aimed to support improved communication and interaction skills, emotional resilience and well-being. • Pupil voice mechanism is embedded through the School Council.
<p>How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • The school has policies regarding the administration and managing of medicines and First Aid on the school site. It is published on our website. • Parents need to contact admin staff if medication is recommended by health professionals to be taken during the school day. • On a day to day basis the admin staff generally oversees the administration of any medicines. • As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations. • If a child requires personal hygiene care, this will be managed through an Individual Health Care Plan.
<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.

	<ul style="list-style-type: none"> - We will make sure that all records about your child are passed on as soon as possible. • When moving classes in school: <ul style="list-style-type: none"> - Information will be passed on to the new class teacher in advance and in most cases, a handover meeting will take place with the new teacher. All Support Plans will be shared with the new teacher. - If your child would be helped by a transition book or booklet to support them in understanding moving on, then it will be made for them. • In Year 6: <ul style="list-style-type: none"> - The SENDCO will liaise with the SENDCO of your child’s secondary school and to discuss the specific needs of your child and set up a transition plan. - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in The Willows School Academy Trust. - We write social stories with children if transition is potentially going to be difficult. - We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. - Every child has an EHCP and an Annual Review will be planned as a transition meeting during which we will invite staff to attend.
<p>How will my child be able to contribute their views?</p>	<ul style="list-style-type: none"> • We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. • Children who have individual Support Plans discuss their targets with their class teacher. • Every child has an EHCP their views will be sought before any review meetings and they will be invited to attend some or all of it, depending on their ability to contribute. • SEND pupils are asked by the SENCO, through questionnaire or in a meeting, about the support they receive and how we can help them further.
<p>What support is there for behaviour, avoiding</p>	<ul style="list-style-type: none"> • As a school we have a very positive approach to all types of behaviour with a clear behaviour policy and reward system that is followed by all staff and pupils and monitored closely by the Inclusion Team.

<p>exclusion and increasing attendance?</p>	<ul style="list-style-type: none"> • Every child has an individual behaviour management plan (IBP) written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. • After any behaviour incident we expect the child to reflect on their behaviour with an adult, often completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. • Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported upon to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time with support from transport.
<p>How does the school evaluate the effectiveness of its SEND provision?</p>	<ul style="list-style-type: none"> • Pupil progress tracking meetings to discuss progress towards outcomes • Analysis of progress data for SEND pupils to ensure they are making at least expected progress • Reviewing feedback from parents and pupils • Monitoring of planning for SEND pupils to ensure the inclusiveness of the curriculum offer
<p>What if I need to complain?</p>	<p>Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:</p> <ul style="list-style-type: none"> • The school's or LA's complaints procedure • The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider) • Complaints to OFSTED (about whole SEND provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint) • An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement. • A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure) • Complaint to the Secretary of State (against schools or LAs).

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