

**Wookey Primary  
School  
SEND information  
report  
2023/24**





# The Graduated Response at Wookey

## Step 1. Teacher Initial Concern (Universal)

Teacher and parent meet to discuss concerns and complete **Quick Checker**

Teacher and parent reflect on **Universal Barriers and Strategies** template working through the identified areas of need where there is a concern and highlight barriers

Teacher completes **Additional Universal Assessments and Checklists** in the areas identified as a concern

Teacher puts in place targeted high quality teaching to address identified gaps in learning, referring to **Universal Barriers and Strategies**

SENCO is notified and adds child to 'monitoring' list

**Parent carer and teacher meet. Has the child or young person made satisfactory progress through high quality teaching?**

**Yes**

Teacher continue with these adaptations

**No**

Teacher completes an **Initial Cause for Concern Form** with parent carer consent and sends to the SENCO along with evidence.

## Step 2. Targeted Support (SEN Support)

Teacher, parent carer and SENCO start first cycle **APDR using Wookey Pupil Profile** agreeing outcomes and targeted provision from the **SEN Support Strategies**.

**Parent carer and teacher review progress during parent teacher meetings. Has the child or young person made satisfactory progress through targeted support?**

**Yes**

Continue with the targeted support – further cycle of **APDR using Wookey Pupil Profile** or maintain Universal adaptations if concerns have reduced

**No**

SENCO completes more diagnostic assessment using **SEN Support Assessments** to add to learning profile of the child or young person.  
Teacher, parent carer and child or young person agree further outcomes and targeted provision - start second **APDR cycle using Wookey Pupil Profile**

**Parent carer and teacher review progress during parent teacher meetings. Has the child or young person made satisfactory progress through targeted support?**

**Yes**

Continue with the targeted support – further cycle of **APDR** or maintain Universal adaptations if concerns have reduced

**No**

SENCO to seek guidance through, if not already done, Joint Pyramid's for Inclusion Solution Circles, VSLST, CYPTS, A and C, EP Service offers.  
Teacher, parent carer and child or young person agree further outcomes and targeted provision - start third **APDR cycle using Wookey Pupil Profile**.

**Parent carer and teacher review progress during parent teacher meetings. Has the child or young person made satisfactory progress through targeted support?**

**Yes**

Continue with the targeted support – Further **APDR cycle** or maintain Universal adaptations if concerns have reduced

**No**

## Step 3. Complex/High Needs Support (EHCP)

If a child or young person is not making sufficient progress despite a graduated response being implemented where 'the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person' (Code of Practice 6.63), then a statutory education health and care needs assessment (EHCA) could be considered.

## **The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

## **Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment three times an academic year using a range of evidence-based assessments. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will use Wookey's Graduated Response Flow Chart (adapted from Somerset's Graduated response Toolkit) Class teachers will ensure they have met and assessed children's needs at a universal level before an initial SEN concerns form is completed and shared with the school SENCO.

## **Consulting and involving pupils and parents**

We will have an early discussion with a pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

## **Assessing pupils' progress towards outcomes**

We will follow the Wookey's Graduated Response Flow Chart and the four-part cycle of assess, plan, do, review shown on each pupil's APDR and Pupil Profile.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

## **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the secondary school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

To prepare pupils for transition, all pupils have an induction session at their new school. Children with SEN will be offered an additional day to visit their new school and meet key adults. The SENCO will ensure that every child with SEN receives an enhanced transition to their new school, working alongside outside agencies, where appropriate, and school staff.

## **Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Class teachers will use Somerset's Universal Barriers and Provision Record to ensure they have embedded strategies that meet a multitude of needs.

We will also provide the following interventions where appropriate:

- Sensory Circuits
- Nesy Reading and Spelling
- Nesy Fingers (Touch Typing)
- Social Communication (Talk About)
- Precision Teaching (reading and spelling)
- Reading (Talisman, Alba, paired reading)
- Motional Intervention Groups (for social, emotional and mental health needs)
- ELSA (staff training coming soon)
- Number Detectives (staff training coming soon)

## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our use of resources when teaching, for example using concrete manipulatives when teaching maths, or providing vocabulary mats and grammar prompts
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

- Providing quiet spaces for those who struggle to focus or need support with emotional dysregulation

## **Additional support for learning**

We work with the following agencies to provide support for pupils with SEN:

- Access to Inclusion – The Learning Support Team and Autism and Communication Team.
- CAMHS – The Child and adolescent mental health service
- CAOT - Children's Autism Outreach Team
- EPS - Educational Psychology Service
- EYAS – Early Years Area SENCO
- FIS – Family Intervention Service
- Hearing Support Team
- ITS – Integrated Therapy Service (Occupational Therapy, Speech and Language)
- PFSA - Parent and Family Support Advisor
- PIMST - Physical Impairment and Medical Support Team
- SENATAS – Special Educational Needs Assistive Technology Advisory Service
- VST - Vision Support Team

## **Expertise and training of staff**

Our SENCO has 5 years of experience in this role and teaches a year 4/5 class. They have completed the SENCO award and is a trained Senior Mental Health Lead.

They are allocated 3 days a week to manage SEN provision.

We have a team of 9 teaching assistants, including 1 higher-level teaching assistant (HLTA), who are all able to deliver SEN provision.

School staff have received a variety of different training opportunities. This academic year, staff will receive the following training:

Working with The Traumatized Child

Block Therapy

Individualised Literacy Intervention

Number Detectives

Spelling Detectives

ELSA

## **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term using their APDR and Pupil Profiles
- Reviewing the impact of interventions at appropriate times throughout the year
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

## Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils in years 5 and 6 are encouraged to go on our residential trips.

All pupils are encouraged to take part in school trips, play performances and sports days

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our accessibility plan (see website) covers:

- How we enable disabled pupils to take full advantage of the education, benefits, facilities and services we provide

## Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

The whole school embeds practices to support emotional and social development into their planning, for example, The Daily Mile, Yoga, Calm meditation, Zones of Regulation, and specific teaching about 'The 5 Ways to Wellbeing'

- All children, including those with SEN receive PSHE teaching from their class teachers which covers the themes: health and wellbeing, relationships, and living in the wider world
- Many children, including those with SEN participate in Motional Intervention groups which positively impact wellbeing and mental health
- Pupils with SEN may be part of small social communication groups, such as Talk About and Lego Therapy to promote teamwork/building friendships where necessary

We have a zero-tolerance approach to bullying

## Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the [school's complaints policy](#).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## Contact details of support services for parents of pupils with SEN

**Somerset SENDIAS** provides information, advice and support about Special Educational Needs and Disability for parent carers, children and young people (up to the age of 25), including Independent Support to help through the Education, Health and Care (EHC) Assessment and Plan process. The service is free, confidential and impartial.

To find out more:

Phone: 01823 355578

Email: [somersetsemdias@somerset.gov.uk](mailto:somersetsemdias@somerset.gov.uk)

Visit their website: [www.somersetsemd.org.uk](http://www.somersetsemd.org.uk)

## **The local authority local offer**

Our local authority's local offer is published here: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>