

SEND Information Report 2024-2025

The name and contact details of the SEN co-ordinator:

Alison Pullin- NASENCO- full time SENDCO

Trisha Coates- Nurture group lead and EHCP manager- part time Mon-Wed

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Wollaston Primary School

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All teachers at Wollaston Primary School share responsibility for maximising the achievement of all pupils and creating reasonable adjustments accordingly. This is clearly outlined as part of the Teaching Standards and in relevant statutory documentation. We actively encourage and champion all subject leaders and class teachers to be leaders of SEN, ensuring access for all to a wide and varied curriculum that meets every child's individual learning, SEHM and pastoral needs. The school have worked hard to re-establish links with the wider village community and promote positive working relationships with our families. Wollaston Primary School has established links with outreach services, agencies and professionals that support the children within our school. Information linked to lines of communication can be found on our school website and we do request that concerns are initially raised with your child's class teacher verbally or via email.

The kinds of Special Educational Needs which are provided for in our school

At Wollaston Primary school we pride ourselves on the care, compassion and nurture that we provide for all children, including those with additional needs. We endeavour to ensure that all of our children have access to a wide, enriching curriculum that is adapted and accessible, to enable them to achieve their full potential. We actively encourage our children to have high aspirations, that enable them to become fully immersed in learning opportunities,

inside and outside of the classroom environment following the foundations led by our early years curriculum; being me, being we and being a community. We openly promote our school values through assemblies, whole class, small group work and in everyday practice in our classrooms. Values form the basis of our reviewed whole school behaviour policy, which is rooted in an understanding of attachment, ACE, emotion coaching and restorative practices. Staff at Wollaston Primary School understand that behaviour is a form of communication and actively seek to understand the wider context surrounding our children's difficulties. The senior leadership team promote an 'open door policy' where parents and carers are able to openly share worries and concerns that surround our families. Achievements for our children are celebrated and staff understand the value of celebrating small steps of progress for individual learning journeys alongside bigger milestones.

We are conscious that waiting times for specialist appointments, educational psychology assessments and referral outcomes are often long and in response to this we provide access to privately commissioned services, that work in partnership with our children, families and staff. Accessible professionals provide targeted support and offer a broad array of continuing professional development opportunities for all staff. We work closely with outreach services from Rowangate and Maplefields and are supported on and off site with relevant CPD. The school additionally has strong links with the specialist support service and emphasises the importance of services, families and school working in partnership to share information and ensure advice is implemented. Within school work is underway to achieve our gold standard TAHMS award and our bronze healthy schools award.

As a school we have welcomed many children who have experienced a difficult time in a previous setting, working hard to provide a supportive team that promotes the value of positive relationships between staff and children. We value the concept of providing our children with a 'team around the child,' developing positive and mutually respectful relationships with our teachers and Learning Partners. Children within school learn about trusted adults and 'our emotional bucket' through assemblies and our PSHE programme and as part of our wider 'No Outsiders' scheme of work. At Wollaston Primary School we fully understand that children learn best and flourish when key relationships are established and prioritise the building of these important links.

The school currently meets the needs of children who may have difficulties linked to:

- Cognition and learning- Dyslexia, Dyspraxia, Dyscalculia and varying degrees of learning difficulties
- Communication and Interaction-Speech, Language and Communication Needs, Autistic Spectrum Disorders
- Social, Emotional and Mental Health-Attachment disorders, ADHD, ADD including children with anxiety difficulties and behaviours linked to OCD
- Sensory or physical difficulties- Hearing Impairments, Physical disabilities, Visual Impairments (this includes

supporting and understanding a range of medical needs, including those that may require specialist training.) Staff have received specialist support to understand Developmental Coordination Disorder and Sensory Processing difficulties and these continue to form part of our ongoing CPD. This also includes children who have visual integration and perception difficulties including Irlen's.

- Medical needs- diabetes, PICA, Arfid and epilepsy.

We currently have 12 children at Wollaston Primary school who have an Educational Health Care Plan, which has been produced by North Northamptonshire County Council. Requests for Statutory Assessment are in place for a further 6 children and these are due to go to panel for assessment. A further 4 children have been identified as possibly requiring an RSA and evidence is being gathered in these cases. Children undergoing EHCP assessment or who may have an EHCP in place will have a pupil passport and learning plan, which can be accessed via our Edukey system. Children who do not have an EHCP **may** have a learning plan, One Page Profile or Early Help Locality funding to ensure their needs are met. These documents are utilised where additional support required is substantially above the support required by their peers. Whilst some EHCP's may provide additional funding for provision this is not offered in cases where reports indicate that support can be provided within the school's notional SEN offer.

'The notional SEN budget is not a budget that is separate from a school's overall budget. It is an identified amount within a maintained school's delegated budget share or an academy's general annual grant. It is intended as a guide for school's spending decisions, and is neither a target nor a constraint on a school's duty to use it's best endeavours to secure specialist provision for it's pupils with SEN.' (The SEN budget for mainstream schools:operational guidance, Published by the DFE 2023-2024.)

'It is important to note that the notional SEN budget is not intended to provide £6000 for every pupil with SEN, as most such support will cost less than that. Nor is the notional SEN budget intended to provide a specific amount per pupil for those with lower additional support costs.' (The SEN budget for mainstream schools:operational guidance, Published by the DFE 2023-2024.)

Early Help Locality funding is accessible within North Northamptonshire Council and can be applied for to support children that do not have an EHCP. Support is provided for parents wishing to make a request for an EHCP by the SEN team, and the SENCO provides information requested by the EHCP team to support applications. When requests for statutory assessment have been made outreach services working within the panel may observe children within their classes to gather information and an understanding of the support that may be required. In these cases written permission may be sought by the SENCO and further outreach support may be provided.

	<p>We fully comply with: SEN Code of Practice 2015 Equality Act 2010 Children and Families Act 2014</p>
<p>Our school's policies for identifying children and young people with SEN and assessing their needs</p>	<p>Where concerns are identified and raised by parents or carers, it is requested that the SENCO be made aware of concerns in the first instance via email. The child's class teacher should be copied into this. Behaviours, observations and reasons for referral requests should be shared within the written information and this will be succinctly logged using the schools provision mapping system. This may take the form of a written letter or a series of bullet points outlining concerns. Following this the child's class teacher will be asked to complete an inclusion form to gather further information and observations made within the classroom environment. Concerns raised will be discussed and reviewed by our Inclusion team and a 6-week period of observation and evidence gathering will begin. The school inclusion team is led by our SEN team and also comprises of our behaviour lead, members of the safeguarding team and our headteacher. The team meets every 4 weeks. Class teachers and learning partners may be asked to join meetings to share information. Following an inclusion team meeting members of the SEN and inclusion team will endeavour to observe child in class and on the playground to gather information.</p> <p>Where concerns and identified difficulties are not observed within the school environment, parents and carers will be advised to seek the support of their GP as a first point of call. Referrals to services can be completed by professionals via the CYMRC referral management centre and general practitioners are able to access these. The school is not able to refer to the 'right to choose pathway.' It is often requested that children's eyesight and hearing should be checked to ensure that this is not a barrier to learning for the child. These referrals must be sought by parents and school are unable to refer to these services. To further support the evidence gathering process, families are politely requested to share any written correspondence from professionals linked to their child as this is often not circulated to schools and key information can be missed. Children who are being monitored are added to our SENCO monitoring register. The school is unable to refer to podiatry or for hearing tests. Self referrals can be made to the 0-19 school nursing team and they have a website and social media page.</p> <p>Children on our monitoring register may receive additional support in the classroom or wider school environment. Information at this stage will be gathered from the class teacher and other key adults working with the child. Pupil voice will be factored into this and added to the child's digital profile, ensuring that our children have a voice. Children on the monitoring register may require a pupil passport to ensure that staff are aware of any difficulties however this may not be needed in every case. In cases where a child's needs are being met through quality first teaching and the</p>

school's universal support offer a learning plan or IEP will not be necessary at this time and an individual learning plan should only be used in cases where high levels of support are required to meet a child's needs. IEPs comprise of a number of clearly identified SMART targets that target identified areas of concern. Targets are supported at home and at school in partnership and are closely monitored over time. Input from professional services may be used to inform target setting practices. Where high levels of support are required within year groups children may complete targeted work in small groups or as part of whole class teaching, if targeted 1:1 support is required then applications for additional funding will be considered. Independence is key for our children and staff have worked alongside outreach teams to develop systems to avoid over-reliance on adult support.

Where a child has a specific diagnosis of need, requires a very high level of support, is not making expected levels of academic progress or requires high levels of outside agency involvement they may be added to the school's SEN register. In these incidences' parents will be notified of this change and permission will be sought. These children's needs will not be met by the school's universal offer or high quality first teaching. All children identified on our SEN register will work in partnership with their teacher and their family to create a pupil passport as a first point of support. This focusses on their strengths, pupil and parent voice and aspirations for the year and future. These documents are essential to ensuring that staff are aware of barriers to learning and adaptations that should be made within the school day. We actively promote parent and child voice and are planning to hold regular SEND coffee mornings during the next academic year to build upon existing community support. These were held last year and attendance was good, feedback from this was positive and helpful

Where high levels of additional support or interventions may be in place, teachers, learning partners and the school's SENDCO work in partnership to create learning plans that ensure the cycle of assess, plan, do and review is clearly evident. Learning plans are reviewed 3 times a year however targets may be updated within a shorter time frame where exceptional progress is made. High quality teaching is understood to be paramount for all children, especially those with additional needs and this is rigorously monitored by the headteacher, deputy head, senior leadership team and members of the academy trust. The school actively promotes the Graduated response and training and continuing professional development is provided during regular SENDCO meetings. Waves of intervention are utilised to ensure our children are succinctly tracked and opportunities for accelerated progress are identified. Children may move between these to develop independence or provide greater levels of support. All staff receive opportunities for regular professional development, and this has and continues to be a primary focus. Where children have made good or accelerated progress over time they may no longer be placed on our SEN or SEN monitoring register and support will be provided by the school's universal offer.

Learning plans take account of parental views and parents are offered the opportunity to respond to these using Edukey, our online provision mapping system. Targets are individual to each child and carefully monitor the progress

	<p>they are making and the levels of support that they require. Parents are able to add comments and communicate directly through an internal messaging system. Meetings logs are maintained to ensure that good, supportive communication is prevalent between school and parents/carers. Parents are provided with a login code for Edukey and can access documents linked to their child.</p> <p>Annual review meetings for children with EHC plans are held annually and documentation will be submitted to North Northamptonshire County Council for review and agreement. Parent and child views will form a large part of this process as will observations made by class teachers and the SENCO. The school provides high levels of support for parents with regards to completing paperwork and regularly signposts families to outside agencies that can provide further support where specialist support is provided. The SENDCO often works in partnership with parent support agencies including IASS and IPSEA and staff have experience in supporting families with mediation and tribunals linked to statutory assessment. The SENDCO additionally has responsibility for EHA and TAF meetings and associated paperwork.</p> <p>Where SEMH/mental health concerns are raised children will be supported using the processes consistently applied to any other area of SEND. Staff work in partnership with a range of outside agencies and where required referrals can be made to Rowangate or Maple fields outreach. In these cases a Boxall profile or SDQ may be required. Where high levels of sustained support are required children and families will be supported by regular family support meetings, individual healthcare plans or pupil passports. Learning plans/IEPs may be used where targets or points of action have been clearly identified by specialist professionals or outside agencies or high levels of support are required during the school day. At Wollaston Primary School we recognise that wellbeing and mental health support is crucial to our children and that this can impact significantly upon a child's academic and personal development. The SENCO is responsible for early help assessments and these can be opened with parental consent to provide support. All children have access to supportive and nurturing members of staff and are provided with the opportunity for daily wellbeing check-ins. Concerns regarding well-being and mental health are recorded clearly and tracked using the school's safeguarding system- Myconcern.</p> <p>Where requests for information may be made by private professionals commissioned by our families, we do request a minimum of 2 weeks to complete the requested paperwork. The SEN team actively promote links between school and privately commissioned services and are able to attend meetings alongside our families.</p>
<p>Our school's arrangements for assessing and reviewing children and young</p>	<p>For all children at Wollaston Primary School, progress is reviewed via termly parent's evenings and written reports at the end of the Academic year. Children who may be placed on our SEN register will additionally have progress reviewed virtually through their termly learning plan updates. Parents have access to Edukey and are able to view their</p>

people's progress towards outcomes.

child's plans. They are able to comment on their child's progress and can communicate directly with the school's SEN team. Staff at Wollaston Primary school will share learning plans and progress made during parent consultations, before continuing the cycle of assess, plan, do, review.

Where children may have a diagnosis of need but do not require high levels of support, a learning plan may not be necessary, in these cases children will still have a pupil passport. All children follow our yearly PIXL assessment plan to assess progress in relation to their stage of development. Where children may be assessed at a stage different to their peers, this will be completed discretely, considering self-esteem and confidence of each individual. During statutory assessments applications are made to provide children with individual access arrangements, including readers, scribes and additional time. Outside of statutory assessments, identified children may still be offered additional time to support their needs. Access arrangements are not only applied to end of key stage assessments and children have access to these where needed in regular classroom assessments in each year group. This may include the arrangements as listed above and may also include movement breaks or 'chunking' of assessment questions to ensure that each child has the opportunity to achieve to their full potential.

The SENCO/Deputy head, raising standards lead, class teachers and headteacher review data regularly ensuring that any concerns in levels of progress are raised quickly and intervention and support is applied. This is discussed during core group meetings where teachers account for progress and share any concerns.

Where specialist assessment is required, evidence of need will be gathered and referrals made to outside agencies, including:

- Educational Psychology
- Specialist Support Service
- NHS Speech and language
- Community Paediatrics
- CAHMS
- The school nursing service
- Other key agencies accessed via the referral management centre

These services continue to have long waiting lists and in some cases are estimated to be significantly longer than 3 years. We are unable to prioritise referrals and are often not permitted to access information regarding positions on

	<p>waiting lists.. Where possible private services are provided and sought to enable us to intervene quickly providing early identification and intervention. The school has limited access to county Educational Psychology services and these often have to be prioritised by level of need. This service is commissioned by school and is not provided at no charge.</p> <p>Annual reviews are held for EHCP children as per the guidelines and dates placed by North Northamptonshire County Council. We are fortunate to work with private specialists who form part of our on-site provision. Where therapy or intervention is provided by these professionals, targets are clearly defined in partnership with the SENCO/class teachers and meetings are held regularly to track progress. This may lead to SDQ and Boxall assessments being completed. All work with specialist professionals is agreed in advance with parents and where full assessments have taken place reports and next steps produced are discussed in formal meetings.</p> <p>Where concerns, observations and assessment meet the criteria for an EHCP assessment, evidence is collated in partnership with staff, the family and the child and applications are submitted by the schools SENCOs.</p>
<p>How our school evaluates the effectiveness of its provision for children and young people with SEN</p>	<p>The monitoring and evaluation of the effectiveness of our SEN provision is carried out as follows:</p> <ul style="list-style-type: none"> • Pupil voice is collected for Pupil Passports at the beginning of the year and is requested at the end of each term, as part of the evaluation of learning plans. • Parent voice is requested via Edukey invitations for individual children, parents are able to add this and to access key documents via their login details. • End of year progress reports written by class teachers • Edukey Provision Mapping software is used. This keeps track of whole school, class and individual progress and this is clearly visible on the SENCOs main screen. • Discussion with parents and carers, at parents’ evenings and via appointments made with staff members or the SENCOs • Observations and learning walks carried out by the head teacher, subject leaders, senior leaders or colleagues from INMAT trust schools. • Book scrutiny completed by senior leaders/subject leads • Pupil progress meetings between class teachers and members of the senior leadership team • Tracking and monitoring of pupil progress using PIXL and iTrack primary online tools • Annual review meetings • EHA/TAF meetings- where an Early Help Plan is relevant to the family • Analysing of attendance records

	<ul style="list-style-type: none"> • Analysing of behaviour logs or class records- monitored by Myconcern • Through the use of intervention trackers and teaching assistant intervention logs • Governor learning walks • Creation and regular reviewing of the SEN action plan- led by the SENCOs • Through the completion of termly wellbeing trackers • Visits from school improvement leads both internal to the trust and externally • Working in partnership mentoring other SENCOs within the trust.
<p>Our approach to teaching children and young people with SEN. Including how adaptations are made to the curriculum and learning environment of children and young people with SEN.</p>	<p>At Wollaston Primary School we understand high quality first teaching is crucial to the development of all of our children. For children with SEN it is important that they feel part of our whole school community, in addition to the community they are part of in their classroom. Access to teaching opportunities led by a qualified teacher are important and we work to ensure that where possible time spent out of the classroom environment is minimal. To enable our children to fully access learning opportunities, key adaptations and intervention is applied. During the past year we have worked hard to develop the provision for learners who experience sensory difficulties. We are fortunate to have a sensory room which is used frequently by outside agency visitors and groups of children. The social, emotional and mental health of our children remains a priority and this space promoted this further. Last year our children across school all accessed wellbeing workshops for a period of 12 weeks, led by an outside agency. This formed part of every classe’s weekly timetable. Where daily intervention is needed the school runs a very successful sensory circuit’s programme which is supported by our Occupational Therapist. This has proved valuable to our children and has expanded during the last year to include a second group. This is reviewed half termly and a ‘rest week’ is applied at the beginning and end of each term to allow children to apply skills independently and to check in with key members of staff supporting their wellbeing. Other key approaches used may include:</p> <ul style="list-style-type: none"> • An attachment focussed ‘Team around the child approach’ to support children who may find establishing trusting relationships difficult • Learning mentors- key adults who check in regularly with identified individuals • Worry books and home school communication books • Daily reflection logs completed at home and focussing on positive aspects of the school day • Golden books to reflect on positive achievements • Individualised reward systems

- Sensory boxes and baskets within classrooms. Many of our classrooms use flexible seating to support regulation
- Sensory/ heavy work breaks during learning to support concentration and attention
- Specialist equipment including the use of technology where children find recording work difficult
- Access to outside agencies, counsellors, nurture support and specialist private services onsite- especially where NHS waiting lists can be long
- Safe zones and dens
- Lessons planned to meet a range of learning styles and active practical learning opportunities
- The opportunity to learn through experiences such as visitors, Educational Visits and residentials
- Interventions designed to support resilience, self-esteem and confidence
- Personalised reward systems to support motivation
- Outreach work with alternate provisions where specialist support is needed
- Access to the curriculum via differentiated activities and outcomes
- Access to pastoral support and the support of support staff with a broad range of expertise and skills
- The use of visual timetables and resources- visual timetables are applied consistently in every classroom
- Lunch club for children who find accessing the playground difficult
- Focussed targeted intervention to support with core skills in reading, writing and maths

The school offers access to an established sensory circuits intervention, which often has a waiting list. Children attend this 5 days a week and are supported by two specially trained members of staff. The group is monitored by the SENDCO and our privately commissioned OT. The sessions aim to provide children with support needed to regulate emotions and behaviours prior to beginning the school day. Children have the opportunity to 'check-in' with familiar members of staff and are taught how to apply self-regulation activities successfully throughout the school day. This does not solely support children who may find regulating their behaviours challenging and often movements taught will be used in whole class situations to provide all children with a sensory break where needed. Parents are also

	<p>provided with support materials to support with sensory circuits within the home environment too. Some children may receive personalised check ins as they come into school in the mornings or may partake in an extended wellbeing check in during the week.</p>
<p>Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</p>	<p>The children at Wollaston Primary are appreciative and understanding of the uniqueness of others. Differences and individuality are celebrated. Children attending our school have open access to our SENCO, SLT and an array of experienced support and teaching staff. The school are working hard to continue to become attachment and dyslexia friendly and value the supportive and trusting relationships that are built and maintained. During the past year staff have worked with a number of professionals to complete updated training linked to challenging behaviours, ASD, ADHD and children that may mask their difficulties whilst at school. Work has also included consideration of the ‘coke bottle effect’ our emotional bucket and ‘the spoon theory.’ Alongside this the school is actively involved in TAHMS training opportunities and those led by outreach services. Our LAC teacher has yearly training and attends cluster training termly.</p> <p>The SENCO and head teacher provide training opportunities for staff to support their understanding of SEN and professional development and this is monitored as part of CPD schedule. The school uses the My Concern system for safeguarding and additionally this is used to monitor where wellbeing, behaviour and emotional concerns may be present. All staff follow a code of conduct and the school’s behaviour policy which was redeveloped for September 2022. The new behaviour policy is rooted in an understanding of attachment and restorative practices. It encompasses an understanding of the impact of consequences for our children and ensuring that staff understand that behaviour is communication. Adaptations for specific children are made as necessary. Consistent routines and boundaries are promoted across school and all classrooms contain visual timetables for whole class and individual use. We are a no shouting school and this is championed across all areas of the school environment.</p> <p>Pupil passports ensure that adults working with specific children with SEN understand how best to communicate with them to understand any concerns or worries they may have. Children have access to a worry box and classrooms around the school use a daily wellbeing check in to ensure that children are emotionally ready to learn. The school has an anti-bullying policy which is managed by the behaviour lead. Adults focus on providing children with positive social role models and encourage children to understand and demonstrate our school values. Where specialist intervention is needed the school has access to a weekly children’s counsellor, who works with specified children on the school site. The school has good links with The School Nursing Service and the Specialist Support Service and referrals can be made to support with emotional concerns. The school have access to a range of services via the referral management centre, including the support of the Happy Heads programme. During the past year the SENCO has</p>

	<p>worked closely with Rowangate Primary School and their Outreach team, which has been an excellent source of support.</p>
<p>Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p> <p>And</p> <p>How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people’s special educational needs and supporting their families</p>	<p>At Wollaston Primary school our children have access to NHS and on-site private professionals. This year our school team consists of Brighter Futures children’s counselling, Blossom Occupational Therapy and Train talk. These services visit on monthly timetables. As part of their commissioned work staff are supported with training opportunities. In the previous academic year Teaching Assistants received training focussed on colourful semantics and Blanks levels of Questioning. Following this teaching assistants attend SALT sessions with identified children, allowing skills and further training to be modelled and individual programmes applied. In the forthcoming year training is planned regarding Sensory Processing Difficulties and staff will continue to attend therapy questions as required. Due to budget constraints from September 2024 Wollaston Primary School will no longer be able to provide private speech therapy and this will be primarily led by trained staff and NHS services, additionally the school will no longer be able to provide Occupational Therapy assessments and dyslexia assessments without Early Help Locality Funding being in place. The SENCO has a teaching commitment as do other members of the school team and responses can be expected within 48 hours of contact being made.</p> <p>Wollaston Primary School works with Outreach services from Specialist Provisions and have also received training on the importance and use of visual aids. The school’s SENCO is responsible for supporting families and developing pastoral support. The school does not have a family support worker and is not a linked MHST school. The SLT team have completed attachment awareness training and this remains a priority for further professional development. The SENCO and head teacher work in partnership to hold regular learning partner meetings where in-house training is provided on a broad range of topic linking primarily to SEN. The school adopts a ‘team around the child’ approach for many individual children in our care. The school continues to work with the Educational Psychology service and other key outside agencies and readily accepts support where needed. During staff meetings last year in house training was delivered by the SENCO and focussed on areas of need, funding and accountability and support in the classroom. Upcoming training is in place to ensure staff understand the revised Early Help Assessment processes and EHCPs. The SENCO has completed the senior mental health lead qualification and the school additionally has staff working on the SEN and Wellbeing practitioner apprentice pathways.</p>

<p>Arrangements for consulting young people with SEN and involving them in their education</p>	<p>Pupil voice is crucial, supporting an understanding and empathy for how children attending Wollaston Primary perceive school. Opportunities are regularly taken to talk to children with SEN, our SEN children talk openly and proudly about their experiences, difficulties and strengths. At the beginning of the year, members of staff in each class spend time with identified children to create their pupil passport. This document highlights strengths, difficulties, adaptations, aspirations and key information about routines during unstructured times of the day. Pupil passports can be accessed by all members of staff and staff covering absences are directed towards these. Relationships with pupils, especially regarding those with SEMH difficulties are established and trusting. Identified children are allocated a mentor who regularly ‘checks in ‘with their child, recording this clearly on a termly log form. The family, pastoral support worker is readily available and facilitates opportunities to talk and listen where this is needed. Where supportive resources are needed or suggested by specialist professional, children are offered choice and time is taken to ensure that the type of resource used is as supportive as intended. During SEN transition days, children create a handprint naming 5 members of staff that they would like to be part of their ‘team’ for the year, stories are shared and time is taken to alleviate worries that they may have. Records of pupil voice and wellbeing are kept using Edukey and My Concern and are monitored closely.</p>
<p>Arrangements for consulting parents of children with special educational needs and involving them in their child’s education</p>	<p>Parents of children who have been placed on the school’s SEN register have parental access to the Edukey Provision mapping system. This allows them to view and comment on learning plan’s and pupil passports that are created for their children. At key review points parents are invited to add their voice to their child’s profile. Children’s progress is monitored closely across the school and parents are offered consultations via parent’s evenings, school reports and review meetings with the SENCO. Parents have access to the SENCO email address and communication is handled sensitively and promptly. If a child experiences a challenging day, parents are made aware of this and information is logged on Edukey or Myconcern. All children have access to our sensory room when this is needed as a calm and safe space, providing adult support is available for supervision. During annual review meetings parental voice is recorded. The school has supported a number of parents in more complex cases where EHCP mediation and tribunal may be necessary.</p>
<p>Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)</p>	<p>At Wollaston Primary School we understand that transition from primary to secondary school can be an anxious time for our families. The SENDCO has a positive working relationship with the SENDCO at Wollaston Secondary school and information is readily shared between settings. Parents are advised to contact local secondary schools to arrange to visit provisions and to arrange meetings with the KS3 SEN team to alleviate any worries of concerns. Where a child with an EHCP are moving to a new key stage, annual reviews are held in advance and secondary schools may be invited to attend where appropriate. Where a family may be appealing against a school place decision, the headteacher and SENDCO may be required to support with this process and provide supporting evidence.</p> <p>The majority of children leaving Wollaston Primary School in year 6 attend Wollaston Secondary school. Teachers in</p>

	<p>year 6 work collaboratively with members of the secondary team to plan opportunities for children to participate in on site activities. During the Summer term, key members of staff meet with the secondary school SENCO and transition meetings are held. Additional tours and visits are offered and in some cases children may work directly with the KS3 SENCO. Transitional work is completed as the summer term progresses. Files and key documentation are handled sensitively and securely between settings. In cases where a child with an EHCP may be moving to a specialist provision, an end of key stage annual review is completed and ks3 staff are invited to attend. In these cases, transitional arrangements often differ and children may be offered additional transition days that have been arranged by their new school.</p> <p>Prior to our EYFS children joining Wollaston Primary, the SENCO and members of the foundation stage team visit preschool settings a number of times. Children quickly become familiar with these visits and are keen to introduce themselves. The SENCO will often observe sessions led by specialist professionals and adaptations that will be required are discussed. Parents of children with medical needs are invited to attend a meeting to enable a healthcare plan to be put into place. Where training is needed Wollaston Primary endeavour to have this in place prior to the child attending. Where toileting needs are present the school has an intimate care policy in place.</p> <p>As children move between key stages, staff are aware that this can lead to a significant change for our children and increased anxiety. Across school, all teaching and support staff have access to Edukey and endeavour to take time to look at key documentation for their new classes. Handovers take place between staff where needed and all children attend a summer term transition day. Previous teachers check in on specific children and often act as mentors within the first term when the classroom may be a challenge for identified children. Meetings are often held with parents and the SENCO to share any concerns that have arisen during the holidays and to discuss action plans for the forthcoming term.</p>
<p>Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>Complaints made are treated sensitively and seriously by the head teacher and the governing body. Where parents wish to pursue this, they will be directed to the complaints procedures that Wollaston Primary has detailed in relevant policy.</p>

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

(Please refer to our school's Safeguarding Policy for details of how we access the Early Help Team and Multi-Agency Safeguarding Hub)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service : Contact Number : 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Parent Partnership Service : Contact Number : 01604 636111

<http://www.npps.info/>

Virtual School for Looked After Children : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

Information on where the local authority's local offer is published.

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>