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| 1 | **What kinds of special educational needs does the school/setting make provision for?** |
|  | At Willow Farm Primary School we celebrate the differences between all of our children and value the contribution which every member makes to the school community. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN and or disability and those with Education, Health and Care Plans and those without. |
| 2 | **For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?** |
|  | All our teachers closely track and observe children’s progress in both their learning and other developmental areas. If a child is off track with their learning, this will firstly be addressed with high quality teaching and scaffolding. If the teacher has further or different concerns then the parents/ carers will be contacted and a structured conversation arranged to address those needs and look at ways forward. At all stages of the process, we welcome a close working relationship with parents/ carers and pupils.Should a child demonstrate needs in a particular area then school may contact outside support agencies, but this will only ever happen with consent from parents and carers. If you are concerned that your child has special educational needs then your first point of call is to contact your child’s class teacher or the school SENCO and a meeting will then be arranged to discuss this. |
| 3a |  **How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?** |
|  | Willow Farm Primary School continually evaluates its provision and practice. A termly report is produced for governors looking at SEND provision and practice each term. The governors are very committed and supportive and have been involved in decisions around the best SEN provision for our children. The teacher and SENCO keeps track of how pupils are progressing and evaluate the impact of interventions the schools provides. |
| 3b | **How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?** |
|  | If your child has SEN and or disabilities there will be regular contact with school. Your child’s progress is regularly tracked and analysed to see that they are making the progress they should be. If your child is off track academically, socially and or emotionally extra interventions will be put in to support them. These may be part of the whole class teaching or may involve small group work and at times 1:1 support. You will be kept informed of the support your child receives and the impact that this is having. Willow Farm Primary School has an open-door policy and you will be able to speak to the class teacher at the beginning and end of days. If a longer appointment is required then this can be arranged. We also use e mail and a correspondence can be set up to provide regular contact. Willow Farm Primary School can also help to support you with activities to work on at home.We strongly believe we need to work as a team to ensure the very best for your child.  |
| 3c |  **What is the school’s approach to teaching pupils with special educational needs?** |
|  | We believe that all children have the right to a high-quality education that is tailored to their needs. We strive to support all our learners and work alongside both them and you as parents/ carers to ensure this happens. |
| 3d | **How will the curriculum and learning be matched to my child/young person’s needs?** |
|  | If your child has particular learning needs, SEN and or disabilities this will be communicated through the SENCOS to the class teachers and teaching assistants. We work hard alongside you to ensure that we make our curriculum and learning accessible to all children. If your child needs extra support or resources in certain subjects we will aim to adjust the curriculum to fit their needs. |
| 3e |  **How are decisions made about the type and amount of support my child/young person will receive?** |
|  | Decisions are made according to each individual child’s needs. The head teacher, SENCOS and class teachers look at the children who need support within school and ensure that their needs are being met. Sometimes this means making adjustments in the classroom, such as seating arrangements, sensory breaks, use of ICT etc. At other times this could mean small group or 1:1 interventions. The support from one child to another can vary greatly and through working alongside you as the parent/ carer and any outside agencies that are involved we can find the best solution to ensure your child can progress and flourish. |
| 3f | **How will my child/young person be included in activities outside the classroom, including school trips?** |
|  | We include all our children in activities outside the classroom. We will work alongside you as the parent/ carer to find the best possible solution to allow your child full access to both the curriculum inside and outside of the classroom. This is a valuable part of your child’s education and life experiences and we want them to participate fully. |
| 3g | **What support will there be for my child/young person’s overall wellbeing?** |
|  | At Willow Farm Primary school we value the whole child. It is extremely important to us that all our children feel happy, safe and achieve their full potential. We will work closely alongside you to look at any areas you and your child are concerned about be this, educational, social, emotional or health wise. We will then look at how to put plans into place to help your child grow and be a full member of our school community. |
| 4 | **For mainstream schools and maintained nurseries) Who is the school/setting’s special educational needs co-ordinator (SENCO) and what are their contact details.** |
|  | SENCO: Sarah Kirkhamskirkham@willowfarm.notts.sch.uk [0115 987 8501](https://www.google.com/search?q=willow+farm+primary+school&rlz=1C1GCEA_enGB1027GB1027&oq=willow+fa&gs_lcrp=EgZjaHJvbWUqDAgAECMYJxjjAhiKBTIMCAAQIxgnGOMCGIoFMg8IARAuGCcYrwEYxwEYigUyBggCEEUYOTIMCAMQRRg7GLEDGIAEMgwIBBAAGBQYhwIYgAQyBggFEEUYPDIGCAYQRRhBMgYIBxBFGDyoAgCwAgA&sourceid=chrome&ie=UTF-8) |
| 5a | **What training have staff supporting special educational needs had and what is planned?** |
|  | Our CPD programme for SEND is continually evolving and developing. We have a wealth of knowledge and expertise across our staff. We regularly join in with county and National training opportunities and then ensure this is fed back to staff in school and good practice is shared. Our recent SEND training has involved areas such as: Autism, therapeutic stories, Physical intervention (CRB), emotion coaching, inclusive classrooms, interoception, Thera play and ADHD. |
| 5b | **What specialist services and expertise are available or accessed by the setting/school?** |
|  | The schools belong to the Carlton- Le- Willows family and the SENCOs meet regularly to share good practice.The Healthy Families Team provide support within school and at home for children.There is a Springboard meeting for SENCOs to attend three times a year and this is a forum where advice and support can be requested from the Schools and Families Specialist Services ( SFSS) and the EP. These teams can offer advice and support to children, families and schools.The school can also access support from the schools behaviour partnership SBAP which is called GAP- Gedling Area Partnership.The school regularly liaises with other outside agencies involved including, CAMHS and NHS services.Our trust has an Inclusion Lead- Carol Ward. She provides expert advise and support across all areas of SEND.The trust also provides a SALT service which school are able to access to support children in school and to advise staff. |
| 6 |  **How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?** |
|  | Additional resources needed will be accessed by the use of existing and any additional funding for the child.* All of the school building is situated on one level with some classrooms having ramps for easier access.
* An access toilet and shower area is available for children with specific needs.
* A Nurture room
* A sensory room.
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| 7 | **What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?** |
|  | Parents/ carers play a vital role in the education of their child. We work with parents/ carers and the child to look at ways to ensure the very best education. We are regularly in contact with parents/ carers and value the wealth of knowledge that they bring. There are review meetings throughout the year and extra contact as needed. This can take place, face to face, by telephone, e mail, and letter. As a team of both home and school we will have far greater impact on the future of your child. |
| 8 | **What are the arrangements for consulting young people with SEN and involving them in their education?** |
|  | We encourage children to be reflective learners and to understand the ways in which they learn best. There is the opportunity for them to discuss this with teachers, teaching assistants and peers throughout the school day.If a child is on the SEND register before all review meetings a pupil interview and are questioned about their learning and wellbeing at school. They also review the previous targets set and look at how they’ve achieved them and what steps can be taken next. Children are always welcome to be part of a meeting should the parents/ carers deem that appropriate. If not for the whole meeting then a suitable part where they can put forward their views and thoughts on reviewing and setting next steps. |
| 9 | **What do I do if I have a concern or complaint about the SEN provision made by the school/setting?** |
|  | If you have a complaint we encourage you to approach the teacher of your child, the SENCOS or the head teacher. We will happily work alongside you to solve the issue and look at ways forward. The school has an official complaints policy which can be referred to on our school website. |
| 10 | **How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?** |
|  | The school works alongside other organisations and services to ensure the very best for our children. We approach different services with parental/carer consultation to help find a pathway forward. |
| 11 | .**How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?** |
|  | Our school signposts organisations depending on the individual needs of children and families. We do this through meetings with parents/ carers. The Local SEND Offer for Nottingham link is below and encourage the use of this for parents/ carers to see what options are out there. [Local SEND Offer for Nottingham](https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9) |
| 12a | **How will the school/setting prepare my child/young person to: a) Join the school/setting?** |
|  | School will work with the child and their family to prepare them for joining our school.  We will have a meeting and look at what the best support will be.  We can arrange additional visits and resources to support this. We will access the advice of external agencies if they are also involved. |
| 12b | **Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?** |
|  | A transition at any stage is supported with preparation for all children about their new classroom and teacher.  For some children this will be supported by additional visits and visual resources to prepare them further. Pupil and parental voice is gathered to look at the best way to support them.**Early Years to Foundation*** Senco/teacher will visit early years settings to observe children and gain information about the child’s needs and requirements.
* The senco will consult with specialist teams and support to ensure the correct provision can be put into place.
* Extra transition and parental meetings will take place for children with additional needs.

 **Y6 to Y7*** Transition meeting takes place between Willow Farm Primary School SENCO and the SENCO at Carlton- Le- Willow school or other secondary schools. SEND information is shared.
* Extra visits to the secondary schools take place for those with SEND and other needs.
* Parental/carer meetings take place where needed.
* All access arrangements are passed on.
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| 12c | **Prepare for adulthood and independent living?** |
|  | Our school values help develop our children with the skills they will need to move towards the next school setting and their adult life.  We ensure our curriculum is varied and that future careers and PSHE is taught and explored. |
| 13 | **Where can I access further information?** |
|  | For further details please see our Send Policy on www.willowfarm.notts.sch.ukYou can also call 01159 878501 for further information.  |