Willow Primary Academy- The Piper Centre

**SEND INFORMATION REPORT OCTOBER 2022**

This document provides information about the support The Piper Centre offers pupils with Special Educational Needs and Disabilities (SEND) and should be read in conjunction with the Trust SEND and Safeguarding policies, to be found on our website. The Local Authority’s local offer gives details of services available for pupils with SEND and their families. This can be found at Glos Families Directory www.glosfamiliesdirectory.org.uk.

**Head Teacher: Mr Pete Hales**

**Centre Lead: Mandy Walton**

**SENCO: Mrs Bethany Griffin**

**SEND Governor:** **Mrs Angela Jarvis**

The Piper Centre is a Primary SEN setting with up to 30 places spread across 3 classrooms. We have significant strengths working with children with special needs, specialising on Communication and Interaction. We welcome pupils with disabilities or learning difficulties if we are deemed to be the most appropriate school and places are available. All our pupils are valued members of our school and accept each other regardless of needs and differences. Our school is fully accessible and we work to encourage independence in all our pupils.

**What is the SEND information report?**

The SEND Information Report aims to outline how the SEND Policy will be implemented within The Piper Centre. The SEND Information Report will detail the offer for SEND within The Piper Centre and ways in which parents, children and young people may access the support required.

**What kinds of SEND are provided for at** **The Piper Centre?**

There are four areas of need as stated in the SEND Code of Practice, 2014:

* Communication and Interaction
* Cognition and Learning
* Social Emotional and Mental Health difficulties
* Sensory and/or Physical.

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil’s progress.

**What is an EHCP?**

An Education Health Care Plan (EHCP) is used when a child needs further support for more complex SEND. Parents and other professionals would request to the Local Authority to undertake a full assessment of the child’s needs. If the Local Authority is in agreement they will provide an Education, Health and Care Plan. This is provided following multi-professional assessment over a period of time. The EHC plan will ensure additional funding and support for your child and will be reviewed annually. Parents are always consulted and are encouraged to actively participate at all stages of support. Pupils are invited to review meetings 3 times per academic year to discuss their views and update information about the child’s education and learning.

Every child at The Piper Centre must have an EHCP before starting at the school.

**How are places allocated?**

All of the pupils at The Piper Centre have an Education Health Care Plan (EHC Plan). To apply for a space, the Local Authority will send the pupil’s information to The Piper Centre lead for a consultation. The school has 15 calendar days to respond to a consult to determine if a placement would be appropriate for the needs of the pupil. If there is space in the setting and it is decided that the pupil’s needs can be met, a place will be offered to the Local Authority. They have final decision on allocating the spaces for the Centre.

**Which outside agencies might be involved?**

We provide links and support to many different outside agencies who help us support individual needs, delivering appropriate support, attending TAC meetings and providing staff training. These include:

* Advisory Teaching Service
* Educational Psychologists
* Speech and Language Therapists
* Occupational Therapists
* Consultant Paediatricians
* Specialist teachers for visual and hearing impairments
* Behaviour Support
* Social Services
* School nurse
* Health Services
* Infobuzz

Please ask the Centre Lead, Class Teacher or the SENCO if you would like more information about any of these services.

**Roles and Responsibilities**

The Centre Lead will:

* Oversee the day to day running of the Centre.
* Work with parents to ensure that a child’s needs are being met and kept up to date.
* Be the point of contact for external agencies, especially the local authority and its support services.
* Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
* Ensure the school keeps the records of all pupils with SEND up to date.

The SEND governor will:

* Help to raise awareness of SEN issues at governing board meetings
* Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
* Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher will:

* Work with the Centre Lead, SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
* Have overall responsibility for the provision and progress of learners with SEND and/or a disability

The SENCO will:

* Work with the Centre Lead, Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
* Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
* Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

Each class teacher is responsible for:

* The progress and development of every pupil in their class
* Working closely with any Learning Partners or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
* Working with the Centre Lead to review each pupil’s progress and development and decide on any changes to provision
* Ensure SEN records are kept updated including academic progress, implementing professional recommendations, medical information.
* Ensuring they follow this SEND policy

**How are staff trained to support children with SEN?**

Our SENCO regularly attends the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND including policy and national guidance. All teachers meet regularly with the #centre Lead and SENCO to explain the systems and structures in place around the school’s SEND provision and practice and to discuss the needs of individual children.

All staff are encouraged to continue their professional development in the field of Special Educational Needs and Disabilities. Attendance to external training courses are encouraged and undertaken to keep up to date with current thinking and where specific skills are required to be developed to help individuals learn and develop. SEND training is accessed at a variety of levels, including in-service training, conferences, external courses and higher education courses. Staff are given regular opportunities for INSET and staff meeting time to develop their confidence and skills in working with SEND children. Staff are involved in developing practices, which promote Whole School approaches to SEND. Early Career Teachers (ECT’s) will access specific training programmes.

**How will the learning environment be made accessible for children with SEND?**

There is a dedicated disabled parking space in the staff car park. The pupils have access to a specific drop-off and pick up area for the beginning and end of the school day. The school is built on a single level with corridors and classrooms suitable for wheelchair use. All outdoor areas are secure with anti-climb fencing, external doors require fob access and some internal doors have fob access to ensure safety of pupils at all times. Toilets are adapted to meet the needs of pupils and built to ensure support can be provided when required. The centre is a Total Communication environment and all staff are training in using Makaton to support communication. Class Teachers write risk assessments for all school trips and other activities; taking into account specific needs e.g., mobility. Additional staff (over required number) will accompany a school trip to provide one to one support were deemed necessary and to ensure inclusion for all.

**How will the school support my child at points of transition (when they start school or move to a new school)?**

We plan and take steps to ensure that any transition is as smooth as possible for all children. These times are especially worrying for children with SEND and an enhanced programme will be tailored to meet individual needs. We work closely with other schools including pre–schools and special schools as well as outside agencies to ensure a careful transition plan is arranged when a child moves school. Parents are always involved in this process and are encouraged to voice their own questions and worries.

**How is the effectiveness of the provision for children with SEND evaluated?**

The Centre Lead, Head Teacher, SENCO and other members of the Senior Leadership Team, monitors planning, teaching, assessments and individual EHCP outcomes to ensure that the children are receiving their full and inclusive entitlement. The Centre Lead and SENCO evaluates and updates the SEND Information Report, Local Offer, Parent Information Leaflet and this report to ensure that they provide clear, true and appropriate information.

**What to do if you are not happy with the provision for your child?**

Most concerns and complaints can be sorted out quickly by speaking with the child’s class teacher in the first instance. Parents who have a complaint about the school’s SEND provision should follow the school’s complaints procedure. They may refer the complaint to the SENCO, Head Teacher or Chair of Governors. The school may refer such parents to the SENDIASS Service (Special Educational Needs and Disability Information Advice and Support Service.)

**Who to contact?**

Parents can raise any initial concerns they may have regarding their child’s needs through their child’s class teacher, the SENCO, the Family Support Worker (FSW) or the Head Teacher via the school office.

Tel: 01452 526442 or email [admin@willow.sandmat.uk](mailto:admin@willow.sandmat.uk)