Willow Primary Academy

The Piper Centre

**SEND INFORMATION REPORT SEPTEMBER 2023**

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**

**SENCO: Mrs Bethany Griffin**

**Head of Centre: Ms Mandy Walton**

**SEND Governor:** **Mrs Laura Stephens**

The Piper Centre is a Primary SEN Specialist Resource Centre with up to 30 places across 3 classrooms. We have significant strengths working with children with special needs, specialising in 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.

**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 Head of Centre 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.

**How are Special Educational Needs identified at The Piper Centre?**

All our pupils have been identified as having special educational needs prior to entry to the Centre and will have been placed here following agreement by the Children and Young Peoples decision panel (CYPDS) and the Headteacher.

All children have an Educational Health Care Plan which describes their individual areas of special need and informs their Individual Education Plan. All classes have a teacher, a senior Learning Partner and one or more learning Partners depending on the complexity of needs of some pupils. Teachers can quickly identify any requirements for additional support on an ongoing basis throughout the year and this will be discussed with the senior leadership team.

**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. All children have an Education, Health and Care Plan which describes their individual needs. A formal review is held once a year to discuss your child’s progress, and how their needs are being met. Any additional needs are discussed as part of the review and if appropriate school provision will be amended

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

**How will our Centre include parents and carers in planning and support?**

It is extremely important to us to work in partnership with the family in planning for and supporting each child. As part of the statutory review processes, each child has an annual meeting to discuss their progress and review their EHCP. This is supplemented with numerous opportunities throughout the school year for parents to meet school staff; the expectation is that parent/carers will be partners in children’s education. The Centre has an open-door policy and if any parent or carer requires additional support or wishes to discuss any aspect of Centre life, we will endeavour to find a mutually convenient time to meet with you. Multi-agency meetings are arranged for groups as appropriate. Throughout the school year Parent/Carers are invited to be included in the life of the Centre through attendance at a variety of events for example Parents evening, coffee mornings, parent assemblies, Christmas productions.

**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:

* Educational Psychologists
* Speech and Language Therapists
* Occupational Therapists
* Consultant Paediatricians
* Specialist teachers for visual and hearing impairments
* CAMHS
* Disabled and Young people’s service
* Social Services
* School nurse
* Health Services
* Young Carers
* Young Minds Matter
* Teens in Crisis

SEN casework team

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

**Roles and Responsibilities**

The Head of Centre 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.
* Responding to pupil placement requests.
* Fulfil the role of the EHCP review process.
* Develop the curriculum offered to pupils and evaluate the impact of pupil progress.
* Provide CPD opportunities for professional training for centre staff and parents.
* Deputy Designated Safeguarding Lead for the Piper Centre.
* Work with the SENCO, Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

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 Head of Centre, 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 Head of Centre, 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 Head of Centre 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 the SEND policy

**How do we assess and evaluate the provision we have put in place for each child?**

Each child’s progress is closely tracked and monitored throughout the year. Progress is formally discussed in children’s EHCP Review and at parent evenings. Progress is measured through the completion of individual learning outcomes and small steps. The academic progress of each child is currently monitored through target setting and progress made over time using the Curriculum pathways. Where appropriate, children’s achievements are measured against national expectations and age-related expectations. To do this we use: Reception Baseline Assessment, Early Years Foundation Stage profile, Teacher assessments and observations, Standardised assessments such as reading and spelling tests.

We also monitor closely children’s emotional and behavioural wellbeing and their levels of independence.

We moderate pupil work at moderation meetings so that we are able to ensure that all our teachers’ judgement of progress is accurate and secure. As a school we analyse pupil progress data to inform any areas for development/ improvement across Centre or for individuals/groups of pupils. The school and Centre are externally monitored through OFSTED and our latest report can be found on our website. The SLT monitor the quality of education the Centre provides to its pupils through an annual cycle of monitoring and evaluation. It reports to the LAB and Trustees regularly throughout the school year. The LAB is also active in monitoring and evaluating our provision and have an ongoing programme of policy review and school visits with a school improvement focus

**What intervention programmes does our Centre run and how are they delivered?**

Various interventions are available to learners who are struggling to access the curriculum in a class environment. We draw on a range of teaching strategies to support our pupils. We offer a Total Communication approach for all and a TEACCH approach for some pupils with autistic spectrum condition, including the use of schedules and workstations. We maintain a calm but productive learning environment to ensure that all our pupils are included in activities. The intervention programmes run by the Centre include: PECS, Attention Autism, Intensive Interaction, Music Interaction, Play Therapy, emotions/feeling work. The interventions are organised as a 1:1 activity or within a small group according to individual needs and expected outcomes. School staff work closely with the Speech and Language Therapist, Physiotherapist, Occupational Therapist, Play Therapist and Advisory teachers to devise programmes to support learning across the curriculum.

**How will our Centre teach and support children?**

All classes in Centre have a highly skilled team led by a teacher and supported by at least 2 qualified Learning Partners. Class sizes are kept small, up to a maximum of 10 pupils and are grouped according to ability/needs. The class teacher plans for the pupils in their class and is responsible for the overall assessment of their progress. The Piper Centre values the contribution that every child can make regardless of their specific needs. The Centre seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All pupils are valued, respected and considered equal members of the school. We discuss the potential barriers to learning for each individual child and provide targeted support to optimise learning. Our curriculum is delivered through the EYFS and differentiated pathways, in order to provide each pupil in Centre with experiences that are personalised, relevant, interesting and challenging, as well as to identify opportunities for progression. Our Curriculum consists of five core areas: My Communication, My Thinking, Myself and My Body, How My World Works, My Creativity.

The pathways offer a means of making subtle distinctions between not only groups of learners, but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more ‘conventional’ National Curriculum type approach. In some cases, subjects may be discretely taught and in others, they may be delivered more informally through activities/experiences-based learning (Yellow Pathway). We believe that the development of positive attitudes to learning will lead to success and achievement. Every child has an individual learning plan which includes EHCP/curriculum learning outcomes and small steps. Our children make progress in many ways, not only through academic progress, and we offer them opportunities to generalise and transfer such skills to other locations in the school and out in the community, during curriculum enrichment activities and visits, such as water confidence sessions. Inclusive opportunities with main school are provided as appropriate to the individual needs of each pupil.

**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 Head of Centre 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.

Before a place is confirmed at The Piper Centre, a pupil will have visited the Centre with a parent or carer, in order to see the facilities, the classrooms and to be introduced to the teachers. Detailed information will have been requested by the school prior to the pupil starting so that appropriate planning and peer groups can be arranged. Once a place at The Piper Centre has been confirmed, parents/carers and the child’s current setting (if applicable) will be contacted to arrange appropriate transition. This varies depending on individual circumstances but may include Centre staff visiting children in their current setting, a home visit, transition visits to our Centre, multi-agency meeting and preparation of staff to meet specific medical or health needs. During transition visits to our Centre, it may be appropriate for parents/carers to spend some time in class with their child to help them settle. We aim to ensure that all protocols, resources and equipment requirements are in place prior to a child joins us to make the transition as smooth as possible.

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

The Head of Centre, 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 Head of Centre 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?**

The first point of contact for anything relating to your child’s education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet, but to contact us on an ongoing basis. Please either telephone or contact using Dojo our home school messaging system if you would like to discuss your child’s needs. 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 Head of Centre, 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)