



The Willows School and Early Year Centre
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To become honest, active citizens and lifelong learners in a global society.

Special Educational Needs and Disabilities Report – September 25

The Willows School and Early Years Centre is a friendly, caring, nurturing and child centred learning environment where we work together to enable children succeed to their full potential. We provide a safe environment where children can be happy, creative and confident in their learning.

The Willows is an inclusive school. We promote equality of access and opportunity to all areas of the curriculum for learners. Pupils are taught in an environment where they receive equal respect and in which their individuality is valued. It is the responsibility of all teachers to help each and every pupil reach their own potential through supported and differentiated teaching across the curriculum.

We believe that parents and carers play a vital role in supporting their child's education and we therefore aim to foster positive relationships between school staff, parents and carers.

At The Willows we aim to:

Identify pupils with SEND as early as possible and ensure their needs are met.

Ensure that pupil's 'voice' is listened to.

Have in place systems whereby teachers and staff are aware of pupils with SEND.

Provide all pupils with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.

Have high ambitions and expectations for pupils with SEND.

Be sympathetic to each pupils needs by promoting a strong partnership between the pupil, the parents and school staff.

Actively engage in support from the local authority and outside agencies.

Ensure that all pupils take a full and active part in school life.

Build positive relationships with parents and carers where we communicate effectively.

What kinds of SEND are provided for at The Willows School and EYC?

We offer provision for pupils with difficulties in the following areas.

These are the four broad areas of SEND as identified by the SEND Code of Practice 2014.

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental health needs
- Physical and/or Sensory needs.

How does the school know if children need extra help and what should I do if I think my

child has special educational needs?

At The Willows School children are identified as having SEND through a variety of ways including the following: -

- Child performing below age expected levels
- Concerns raised by a parent
- Concerns raised by a teacher for example, certain behaviours or self-esteem which is affecting performance.
- Liaison with external agencies for example a medical diagnosis through a paediatrician.
- Transition information from a previous setting, nursery or school for example.

Throughout the year class teachers undertake a range of different assessments on a half termly basis to monitor the progress of all children. Three times a year pupil progress meetings are held to discuss the progress of children across the school. This includes progress in academic subjects as well as a discussion about a child's well-being and Social, Emotional and Mental Health. If concerns are made about a pupil's progress the SENDCo may support the teacher to put an intervention in place. This may involve some baseline testing so we can monitor how well the pupil is progressing.

As a school we try to have a continual dialogue with parents and carers about pupil's progress. We hold termly parents meetings where progress is discussed in detail and send home two pupil reports a year. We encourage parents to speak to the class teacher if at any time they are worried about their child's progress. In addition to this our SENDCo is available by appointment.

Those pupils recognised as having a SEN or disability will be recognised on the Schools database under the category SEN support. These children will receive a Personalised Learning Plan (PLP) which will be discussed with parents at a convenient time where they will be able to contribute to the plan for their child.

For pupils with an Education and Health Care Plan (EHCP), the SENCo will organise a meeting with parents.

HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us – firstly contact your child's class teacher, concerns can then be discussed with the SENCo, Head teacher or Assistant Head teacher.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us

How will school support my child?

Who will oversee, plan, work with my child and how often?

- Our SENCo oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- Children may be involved in an intervention either individually or as part of a group.
- Children may be supported in a small group by a TA or the class teacher. Parents will be informed and progress communicated if this is the case.
- Children working at pre-key stage levels in KS1 will have a personalised engagement profile written for them.
- Children whose barriers to learning do not enable them to fully access our School curriculum may follow our Ordinarily Available Curriculum for children with SEND. This is a

needs based curriculum that ensures that that both the environment and provision enable a child's learning to progress.

Who will explain this to me?

- The class teacher or key worker in nursery will meet with parents at least two times a year (this could be as part of Parent's evening) to discuss your child's needs, support and progress. Class teachers are often available after school to discuss any concerns or questions about children's progress. Please talk to the teachers to arrange this.
- For further information, the SENDCo is available to discuss support in more detail.

How the governors are involved and what are their responsibilities?

- The progress of children with SEND is reported to the Governors. Reports do not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets with the SENCo. The SEN Governor and Chair of Governors is Mrs Victoria Pannell.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

How will the curriculum be matched to my child's needs?

What are the school's approaches to differentiation and how will that help my child?

- Through quality first teaching all work within class is adapted so that all children are able to access the curriculum according to their specific needs.
- In order to meet the learning objectives and learning needs and provide appropriate challenge and support for all pupils, teachers use a range of grouping options across the year group and within their classes. These include ability groups, skills based groups, paired work, individual work, pupil choice and whole class groups.
- For children with complex SEND and children working at pre key-stage 1 provision will be personalised. This may look different to the provision of peers but it is to ensure that the environment, resources and teaching are matched to their needs. The engagement profile will support the provision for this in KS1.
- Children whose barriers to learning do not enable them to fully access our School curriculum may follow our Ordinarily Available Curriculum for children with SEND. This is a needs based curriculum that ensures that that both the environment and provision enable a child's learning to progress.

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child has additional needs they may have may have a PLP (Personalised Learning Plan). This will have individual / group SMART (Specific, Measurable, Achievable, Realistic,

Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. The child and their parents will be involved in the writing and reviewing of these plans.

- Teachers set targets in consultation with the child (where appropriate) and parent/carer. Progress is discussed at least three times a year, either at parents evening or at specifically arranged meetings.
- If the school requires additional finding for a child they in cooperation with specialists and parents will write a School Support Plan (SSP) or Early Years Support Plan (EYSP) these are a requirement of Milton Keynes Council.
- If your child has a specific need or complex SEND they may have an Educational Health Care Plan (EHCP), which means that a formal meeting will take place called an Annual Review. This can be a multi professionals meeting to discuss progress against EHCP outcomes, discuss provision and set new outcomes.

How does the school know how well my child is doing?

- Individual pupils' progress is tracked, together with that of cohorts and specific groups throughout the school. We use a range of performance measures including teacher assessments (against NC level descriptors, pre-key stage levels, Cherry Garden branches and the EYFS). Standardises tests in reading and spelling may also be used.
- As a school, we track children's progress using our data tracking system, Insight tracker.
- Children who are not making expected progress are identified by the class teacher. During termly pupil progress meetings a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. Parents would be informed of any support put in place during these discussions.
- When the child's PLP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

How effective is the SEND provision?

At The Willows we are always working towards improving our provision to meet the requirements of the changing needs of our pupils. Every half term following on from the discussions with a range of people including, parents, teachers, key stage leaders and the Headteacher with the SENDCo looks closely at the progress of all pupils with SEND. This enables the progress of these pupils to be monitored closely and provision adjusted where progress is not as good as we would like it to be.

At the end of every term, the SENDCo looks at the data for each year group for the core subjects; reading, writing, maths and science, and this data is used to monitor and evaluate the overall effectiveness of our school's SEND provision

SEND progress data 2023/2024

	Reading			Writing			Maths		
	below	Exp	^Exp	below	Exp	^Exp	below	Exp	^Exp
Reception	0%	100%	25%	0%	100%	12.5%	6%	94%	6%

Year 1	6%	94%	6%	31%	69%	0%	19%	81%	0%
Year 2	0%	100%	6%	25%	75%	0%	25%	75%	0%

What support will there be for my child's overall well-being?

What is the pastoral, medical and social support available in the school

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.
- The school can signpost to Pebbles Children's centre who can give practical advice on parenting and support with concerns about emotional, social and behavioural development.
- There is dedicated member of staff. Cassie Larcombe our Learning Mentor who is timetabled to support vulnerable children and parents during the school day.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site.
- If a pupil has a specific medical need then a specialist member of staff would liaise with the school nurse, parents and any other professionals involved. If necessary, a health care plan would be written to ensure the child's health needs are met.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- The school promotes an environment where everyone feels happy, safe and secure. Our behaviour policy is on our website.
- The school has a positive behaviour system and each class has a learning contract.
- Each class supports children to identify and support their emotions using The Zones of Regulation.
- Some children may have a more detailed Zones of Regulation or a 1-5 scale.
- Personalised provision can be available including access to calm spaces and sensory breaks.
- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- If a child has ongoing difficulties with their behaviour the class teacher can liaise with the SENDCo, Assistant Headteacher, Headteacher and external agencies, as necessary, to support and guide the progress of each child.
- Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Head teacher. Children's Social Care or Children and Family Practices may become involved if there

are ongoing issues with attendance.

How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have a PLP or SSP/EYSP will discuss and set their targets with their class teacher (where appropriate).
- If your child has an EHCP their views will be sought before any review meetings.

What specialist services and expertise are available at or accessed by the school?

- Our SENCo is fully qualified and accredited
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - NHS SALT, Specialist teaching teams for Behaviour, Social and Emotional Development, Communication and Interaction, Sensory and Cognition and Learning; Health including – GPs, school nurse, Mental Health Support Team, health visitors, clinical psychologist, paediatricians, social services including - CFP, social workers and Educational Psychologists

What training have the staff supporting children with send had or are currently having?

- Individual TAs working with children with specific SEND receive available up to date training from specialised advisory services.
- We have a member of staff trained in delivering a range of specialist interventions to meet the social, emotional and behavioural needs of individual children including Nurture and play therapy.
- Staff have had training in delivering Speech & Language programmes from Speech & Language therapists.
- Our Learning Mentor has trained in Lego Therapy, Drawing and Talking and Bereavement Therapy.
- Training on Trauma Informed and Attachment Aware (TIAA) training has been delivered to all staff.
- Our Headteacher and Learning Mentor have trained in Protective Behaviours.
- We have TA's trained in specific Literacy, phonics and Maths interventions.
- One of our nursery nurses is trained to deliver art therapy.
- Our SENDCo is trained as an Autism Lead Teacher.
- Our SENDCo and our Foxes Teacher are trained in Attention Autism.
- Our school took part in the PACA PINS program and many staff have been trained in ASD, ADHD, PDA, ODD, dyslexia, dyspraxia, DCD etc.

How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. Working together with parents and other professionals we will aim to provide the necessary support to ensure that this is successful. If it is necessary to provide 1:1 support, then a parent/carer may be asked to accompany their child on the trip.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health &

safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.

How accessible is the school environment?

The school site is mostly wheelchair accessible with disabled toilets large enough to accommodate changing. Environmental adaptations can be made to support sensory needs, visual and hearing impairments for example.

Please see the current accessibility plan (on website) for more information.

How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children to visit the school prior to starting when they will meet their teacher and be shown around the school.
- For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- When children are preparing to leave us for a new school, typically at the end of Key Stage 1 we arrange transition days where all local schools take part. Orchard and Jubilee Wood run a programme specifically tailored to aid transition for the more vulnerable pupils. For pupils entering our Nursery close links are made with Pebbles Children's Centre. All children receive a home visit and children and parents attend stepping up sessions in Nursery. For children joining our Reception Class in September staff meet children and parents on a home visit and the children are invited to attend transition days. For vulnerable children staff will visit children in their current settings.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, then a EHCP Annual Review will be used as a transition meeting during which we will invite staff from both schools to attend.

How are the school's resources allocated and matched to children's SEND needs?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- Staff are funded from the SEND budget to provide the required support; universal SEND support in class, through targeted interventions or specialist provision.
- The budget is allocated on a needs basis. The Children who have the most complex needs are given the most support often involving a TA under the direction of the class teacher.
- We are creative with how the budget is used, perhaps grouping children together who have similar targets. We utilise staff's skills across the school to ensure that all children receive the support they need.
- As much as possible through teacher CPD and in house staff training we meet the needs of most children through Quality First Teaching.

How is the decision made about what type and how much support my child will receive?

- Verbal feedback from the teacher, parent and pupil. The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to close the gap to achieve age expected levels.
- This will be through on-going discussions with parents.

How do we know if it has had an impact?

- By reviewing children's targets on support plans and ensuring they are being met.
- Discussing progress against EHCP outcomes at an Annual Review meeting.
- Child and parent views.
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- The rate of progress for the child is in line with the progress of SEND children nationally.
- Children may not have any SEND when they have 'caught up' or made sufficient progress.

Who can I contact for further information?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Caroline Goy our SENDCo.
- You could make an appointment to talk to Jo Orbell Headteacher.
- Look at the SENS policy on our website or see the SEND pages on the Milton Keynes Council Website www.milton-keynes.gov.uk/sen .
- Contact Milton Keynes SEND IAS Advice and Support Service – formerly Parent Partnership.

Who should I contact if I am considering whether my child should join the school?

Contact the school Admin office to arrange to meet the Headteacher, Jo Orbell, or the SENDCo, Caroline Goy, who would willingly discuss how the school could meet your child's needs.