

Support for your child at Wigginton Primary School



At Wigginton Primary School our vision is **building a lifelong love of learning** for all children. We embrace the fact that every child is different and therefore the educational needs of every child are different. We aim for children to achieve their best whatever their level of need.

This booklet will outline the range of provision available for your child, how it can be accessed and who to talk to if your child needs additional support. It will also demonstrate how our school values underpin our ethos and support for all children with SEN.



Independent

A supportive environment encourages everyone to solve problems, reflect on their learning and make confident choices.



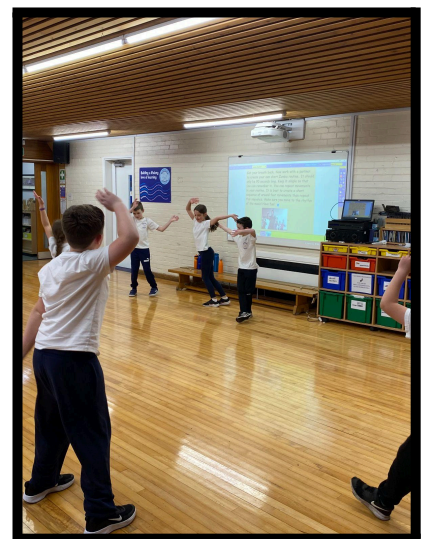
At Wigginton Primary School, we aim to deliver an inclusive curriculum that has quality-first teaching for every child. We use interactive resources throughout school to support all learning styles. All staff are trained in different approaches to teaching and learning, allowing them to adapt the curriculum and teaching styles to best suit your child.

There are many ways in which your child may be supported to help them achieve their best. This may involve one or more of the following:-

- access to resources that help individuals to learn and be calm e.g. privacy screens, ear defenders, sensory tools
- adaptive teaching strategies that enable all children to learn
- assistive technology using chromebooks to support independence
- personalised tasks that enable your child to be successful & independent
- emotional or pastoral support from our school ELSA
- a pupil passport to identify individual

outcomes, reviewed and shared with parents

A sensory toy sometimes helps me to concentrate. I like colouring in a morning to help me to calm down
Year 4 pupil



Successful

High-quality teaching and high expectations support everyone to achieve their best.

We want all children to be able to succeed and recognise that having a thorough understanding of their needs is vital in achieving this. In order to do this, all teachers track the progress of children carefully. If our teachers think that your child may not be making the same progress as that of their peers or matching their previous rate of progress then it may be that the child has SEN.

Our staff will work carefully and closely to try to gain an understanding of what is causing the difficulty in learning and talk with parents or carers to gain a broader picture. If your child continues to have difficulties, or has a level of difficulty when they join us, he/she may be placed on the SEN (Special Educational Needs) register. You will be fully informed of this process and be able to discuss with teachers any worries or concerns you may have.

Categories of Need:

There are 4 broad 'areas of need' used to help identify the child's difficulties, and it may encompass more than one of these areas:

- **Cognition & Learning** (difficulty understanding information, making progress in reading, writing and maths, concentration and attention)
- **Communication and Interaction** (difficulty expressing themselves, understanding others & following instructions)
- **Social, Emotional and Mental Health needs** (difficulty managing their behaviour, making friends or relating to adults, organising themselves)




· Sensory, Physical and Medical needs

If your child's needs are more complex, we may involve the Local Authority in applying for an Education and Health Care assessment (EHC). This helps to identify what further support your child requires beyond that offered by school.

This assessment allows all the professionals involved in working with your child to collaborate in putting together a plan that outlines the strategies, resources and agreed next steps for the child (an EHCP). Extra resources to

help your child with their learning for example, money, staff, time, special equipment or attendance at a specialist provision will be provided by the Local Authority.



The support my son has received has been fantastic and we feel everyone has high expectations of his behaviour and academic achievement.



Respectful

A culture of mutual respect and teamwork creates a positive ethos which values everyone.

In order to support your child achieve success, there are a team of people who will work alongside you and your child.

Your child's teacher is responsible for the day-to-day assessing and reviewing of your child's progress and is a good person to speak to either about concerns or for a regular review of your child's next steps.

SENCO (Special Educational Needs Coordinator): Our school SENCO (Katie Davies) oversees the provision for all children with SEND and works closely alongside class teachers, teaching assistants and other professionals to help children with SEN to achieve the best progress possible.



Teaching Assistants - We have a great team of teaching assistants who support children in many different ways. They all work closely with the class teacher to discuss and share ideas for supporting your child. We also have specialist teaching assistants trained to support children with Speech and Language difficulties, and Emotional and Pastoral Support (ELSA).

SEN Governor - Our school governors take a great interest in the running of SEND provision and regularly liaise with the SENCo. Our governor for SEND is Felicity Langford

We also work closely with a number of outside agencies and professionals to help meet the needs of each child with complex needs. This includes:

- Educational psychologists
- Speech and Language Therapists
- Wellbeing workers

- Specialist teachers via the Learning Support Hub



From the first review, right through to his final reviews it has felt like we were all working to the same goal; preparing him for later life.

We know that developing and maintaining a relationship between parents and school is very important in ensuring that your child reaches their potential. As for any child at Wigginton Primary School, your child's class teacher is available to discuss any concerns, worries or successes that you wish to share as well as reviewing your child's progress. We communicate regularly in a number of ways, such as through online platforms like Seesaw, face-to-face meetings or letters home.

For those parents whose children have EHC plans, they will be formally involved in contributing to the review process and the plan.



Resilient

Challenge and choice develops confident, active learners who persevere and discover what it takes to succeed.

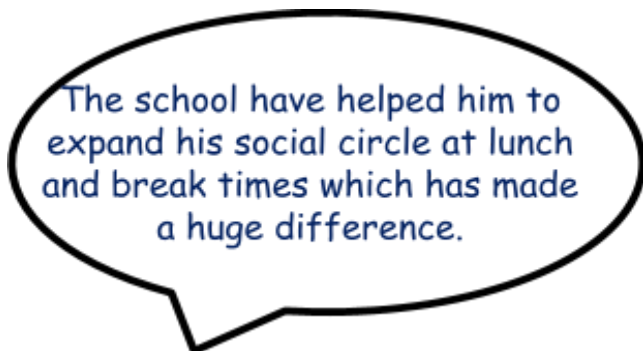
We understand that for some of our children being able to keep going can be tough. We will always listen to and talk with the child about their learning and we want to ensure that they are at the centre of all that we do. We encourage all children to develop a growth mindset that emphasises a positive 'can-do' approach.



School trips and residential are a great opportunity for children to embrace this outside of the classroom. Children are encouraged to participate in the wider school life through taking part in school clubs and activities as well as school trips and residential.

Creative

A vibrant curriculum enriches learning and provides opportunities for everyone.



Our children receive a broad and balanced curriculum that plays to their strengths and offers activities they enjoy to encourage imagination and creativity



Enthusiastic

Motivating and relevant experiences inspire a lifelong love of learning.



We hope that while your child is here they will develop a love and enthusiasm for learning that will continue you with them. When it is time for your child to move on, we will support both you and them with this change of setting.

We run a formal transition programme for entry to school for all pupils. We receive records or meet with pre-school providers and discuss any particular needs. Where appropriate, we will hold a joint meeting with parents to plan provision and offer additional transition sessions.



On transfer to secondary school, we liaise with the secondary school SENCO and class teachers, developing personalised transition programmes as appropriate. For children with complex needs, a formal transition programme is planned during their Year 5 & 6 annual reviews.

We also work closely with other provisions across the city and will support and accommodate dual placements with these providers as needed.

If you would like to know more you can access further support and information via our website

www.wiggintonprimary.co.uk

You can also find out about York's Local offer at

<https://www.yorksend.org/>