	<h1 style="text-align: center;">John Wilkinson Primary School and Nursery</h1> <p style="text-align: center;">This policy has been adopted by the governing body of John Wilkinson Primary School and Nursery in April 2023</p>	
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SEND POLICY

and SEN Information Report

SENCO- Mrs L Fleming

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Appendix A – SEN Information Report

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Principles

The School's Special Educational Needs Policy is based on the following principles:-

We have a commitment to work in partnership with integrated services for children and young people

- All teachers are teachers of children with special educational needs, and have a responsibility to meet those needs with the advice and support of the school co-ordinator and external professionals as appropriate.
- All children are entitled to a broad, balanced and relevant curriculum which includes the Maths and English Strategies, National Curriculum and which involves all round development of individuals.
- We acknowledge pupil's differing pace, styles of learning, previous experience, and we adapt accordingly allowing children to develop lively enquiring minds.
- Needs should be identified at an early stage, and progress monitored using a graduated approach and assessment system.
- Pupils with special educational needs are fully integrated into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school.
- We develop an atmosphere of encouragement, acceptance and respect for others and their achievements, in order to promote self-esteem, worth and value.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO is Mrs L Fleming

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high- quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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
- 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
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor is Mrs A Shannon

The SEN governor will:

- Help to raise awareness of SEND 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

4.3 The Headteacher

The headteacher will:

- Work with the 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 SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report – see appendix A for most recent SEND report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, cerebral palsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

- Children admitted to school may already have attended an early- years setting, some will not. The school are aware that children admitted to the Reception class may have special educational needs, but these may not necessarily be identified. The same applies to children who transfer from other schools within the primary phase.
- At the heart of the work at John Wilkinson Primary School and Nursery is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. However, some children will have Special Educational Needs.
- We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
 1. Is significantly slower than that of their peers starting from the same baseline
 2. Fails to match or better the child's previous rate of progress
 3. Fails to close the attainment gap between the child and their peers
 4. Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. Parents can contact the class teacher, SENCO or Head Teacher if they have any concerns or require information on their child's progress. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Parents will always be kept informed of any additional SEND provision being given and invited to contribute to and attend any review meetings about their child.

Children who make slower progress will be targeted for intervention work. This will provide learning opportunities to help them develop, with regular and frequent careful monitoring of their progress. This will involve the parents/carers and the children in working in partnership with the school.

All children will receive a broad and balanced curriculum where possible, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means is necessary to ensure that success is achieved. All teachers take account of the following:

1. Setting suitable learning challenges.
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
4. We aim to recognise strengths as well as areas for development and try to involve all children in the activities of the school.

The school works closely with all agencies involved in supporting pupils.

Parents can have access to, or can discuss with SENCO/Headteacher information relating to: -

- SEND Policy
- SEND information report
- Support available in school or LA
- Services available
- Accessing voluntary services
- EHCP procedures/staged process
- Graduated support

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessments will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- Transition between nursery and the reception class comprises of the Reception teacher visiting nursery settings to meet children and gain information about the child. Home visits take place to meet with and discuss issues with parents. Visits are arranged into the Reception class for the children. There is some capacity for the nursery staff to accompany children into the Reception class initially if the child attends the school nursery.
- Transition between key stages one and two include passing information on to the next teacher, including one- page profiles. As well as progress data, discussions will be held about how the pupil learns best and which interventions are proving beneficial. This information sharing will take place during movement between any classes however.
- Transition to secondary school- We invite the SENCO and year 7 coordinators in from the various secondary schools in to school. Information about the child is shared and the child can meet with these coordinators to ask questions. Extra visits to secondary school can be arranged.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

The SENCO and teacher will: -

- Use information from the child's previous educational experience to provide starting points for the curricular development of the child.
- Identify and focus attention of the child's skills and highlight areas for early action to support the child in class.
- Ensure ongoing observation and assessment and provide regular feedback upon the child's achievements and experiences. The outcome of such assessment forms the basis to planning future steps of the child's learning.
- Involve parents in development of approaches to learning at home and school.
- When an outside agency report has been received, the class teacher, SENCO and Head teacher will meet to develop a strategy plan for that child.

5.7 Adaptations to the curriculum and learning environment

In order to help children who have special educational needs, the school has adopted a graduated response that encompasses an array of strategies. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialised expertise to bear on the difficulties a child may be experiencing. However, we make full use of all available classroom and school resources in the first instance.

Wave 1

This is where children's needs are catered for within day- to- day whole class teaching. Activities may be differentiated for different children or groups of children.

Wave 2

This is where we feel that children need additional support in the form of intervention groups. Targets are set and a programme is put into place to 'close the gap'. Targets are SMART and progress is reviewed approximately every ten weeks. Children will work through at least two cycles of intervention before we may decide to move a child to wave 3 (SEN intervention). Details of these interventions are found on class intervention maps.

Wave 3 SEN intervention

This is where we feel that a child may have a specific difficulty that requires support and advice from an outside agency. When we have received advice, a PCP (Person centred plan) is written in consultation with the child and parents. This sets out any arrangements that are additional to and different from the usual curriculum or approaches. The teacher liaises with the SENCO and parents to write the PCP and they are reviewed termly. Parents are invited in to this termly meeting.

Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the child.

Education health care plan (EHCP)

In a very few cases it may be necessary for the school to consider, in consultation with parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LA guidelines to help make any such decision. If, in some cases, the child's needs are considered to be severe and complex, an Education and health care plan may be issued by the LA.

Review:

- The SEN policy is subject to a regular cycle of monitoring, evaluation and review.
- The SENCO ensures that all appropriate records are kept and available when needed.
- The SEND information report is on our website and will be updated annually or earlier if significant new training is undertaken.

Evaluation Procedures:

The management group and Governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND policy need to be made.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

We continually review and report on the effectiveness of the policy. This includes the number of children identified and their progress, the levels of parental /carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

The SENCO and subject co-ordinators monitor classroom practice, analyse pupil tracking data and test results, identify value added data for pupils with SEND.

We will provide the following interventions:

- Intervention to develop fine and gross motor skills- using the Shropshire Occupational therapy pack and a range of resources available in school. Introduction of Dough Disco in the Nursery and Reception class.
- Intervention support for dyslexia- including Rapid Phonics, Nessy,
- Intervention support for Dyscalculia- including Numicon breaking barriers
- Interventions for speech and language difficulties- following speech therapy plans, resources including such as 'Mr Good Guess', Talk Boost.
- Interventions to develop social skills- including 'A time to talk, Socially speaking'.
- 'Rapid reader intervention'- for children who below reading expectations
- 'Better reading support intervention'- for children who are just below reading expectations

Withdrawal Support

Pupils with special educational needs will spend most of their time fully integrated with the class group. However, in order to maximise their potential as learners, it may be necessary to support some pupils for some of the time outside the mainstream class.

Criteria for Withdrawal Support

- The need to provide a quiet, still environment to aid concentration.
- On the occasions when withdrawal support is planned, the school will seek to ensure that the principle of a broad and balanced curriculum is maintained and will have regard to any preferences expressed by parents and pupils.
- To provide behavioural/emotional/social support.
- To implement specific programmes, e.g. Nesy, rapid phonics, booster classes.
- To provide for individual needs including occupational therapy, medical needs.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as listed above.

Teaching assistants will support pupils on a 1:1 basis when the class teacher and SENCO feel that this would be beneficial for the child in consultation with the parents. This would only be for a specific intervention programme or for extra support to develop a particular skill. It may be needed for emotional support.

Teaching assistants will support pupils in small groups when it is felt that the child works better this way. It may be used to develop social skills. It maybe that the intervention programme works best with several pupils. Our aim is to assist children to be independent learners.

We work with the following agencies to provide support for pupils with SEN:

- LSAT
- Educational Psychologist
- Speech and Language Therapist
- Teacher for Hearing Impaired children
- School Nurse
- Health Visitor
- Occupational Therapist
- Child and Family Services
- Visual impairment
- Physiotherapist
- EWO
- Traveller service
- Sensory inclusion service
- Woodlands outreach
- Looked after children team
- Bee U

5.9 Expertise and training of staff

Our SENCO has twenty years' experience in this role and works as the Reception teacher and EYFS lead. She is also the designated teacher for looked after children.

She is allocated time each week to manage SEND provision.

We have a team of number of teaching assistants who are trained to deliver SEN provision.

We use specialist staff for:

Ben Bennet/ Noah Bourton - specialist PE teachers who run PE after-school clubs

Rebecca Steele- ELKLAN trained. Runs Speech and Language programmes, Little Wandle letters and sounds catch up programmes. Talk boost programme

Cathy Slarke- Social and emotional development-intervention programmes.

Emma Crook- Therapeutic activities to develop social and emotional skills such as art, gardening.

'Better reading support partners' intervention.

Shirley Rushton - Speech and Language support/ social and emotional support groups. Little Wandle letters and sounds catch up programmes.

Lucy Bigwood- Attachment support. Cool kids intervention group.

Cathy Slarke/ Lisa Fleming- Nurture group, Talk boost programme for key stage two.

Holly Thomas- Maths intervention programmes

Lorraine Baugh-Brown- Speech and Language support/ social and emotional support groups, dyslexia intervention groups. Rapid Reader intervention

Lottie Mavir- specialist one to one support to develop communication and behaviour development.

Charlotte Williams- runs reading and phonics catch-up programmes

Glen Calcutt- supports year 6 spelling, reading and maths interventions and runs reading intervention programmes.

Lisa McGowan (Nursery manager), Steph Bowen, Clare Tooth and Chloe Wilde - Monitor SEND in the nursery and feedback to the SENCO. They are trained in Speech and Language programmes to support children in their setting.

All teaching assistants are very experienced. They are assigned to specific classes and adapt to the needs of the pupils that they are working with. Staff work together to train each other on interventions that they have been using.

5.10 Securing equipment and facilities

The school is very well resourced for SEND. Intervention programmes and equipment are housed in the GP room in the school, though specific interventions may be kept in classrooms.

Resources and expertise is shared in school

Staff will come to the SENCO if they need any extra resources and these are ordered by the SENCO in agreement with the Head teacher.

If an outside agency report suggests any resources, we will look at what we have in the first instance and then make any purchases necessary.

Pupils with an EHCP will have a costed provision map and any purchases they need will be added to this.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after several weeks as appropriate
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) to Arthog – reasonable adjustments are made where necessary.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- Pupils are generally not excluded from taking part in these activities because of their SEN or disability. Reasonable adjustments are made, if necessary for inclusion purposes.

See the school's accessibility plan.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are encourage to join a wide range of clubs that are open to all pupils.
- Pupils with SEND are encouraged to learn a musical instrument if they are interested.
- Pupils with SEND may be given jobs or areas of responsibility to boost their self- esteem.
- Pupils with SEND may help mentor younger children to help boost their self -esteem, e.g. reading buddy scheme.
- Pupil's with SEND will have a trusted member of staff that they can go to with any worries or concerns.

We have a zero- tolerance approach to bullying. Please see our Anti bullying policy.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENCO/Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.18 The local authority local offer

Our contribution to the local offer, entitled 'The SEND information report', is found on our website under [policies](#)

Our local authority's local offer is published here: <https://shropshire.gov.uk/the-send-local-offer/>

6. Monitoring arrangements

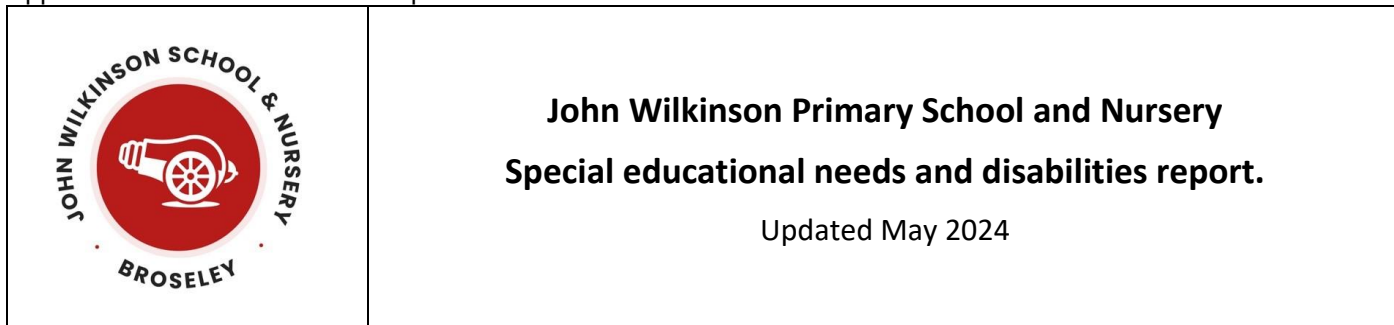
This policy and information report will be reviewed by the SENCO annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions



Introduction/ Overview

We are a welcoming, inclusive, mainstream primary school and nursery with 180 pupils on role in the school and 19 children on roll in the nursery. We work hard to ensure that our pupils reach their potential academically and socially in a caring environment. The school operates an open- door policy where we closely work with parents to support and inform them of their child’s journey through school. The learning environment is adapted to cater for all of the children. We also have a wide range of resources available. We work closely with a variety of outside agencies to provide the best support and experiences for our children. We act on advice given to produce a specific package of intervention to meet individual needs. Parents are fully involved at every stage. We have a very experienced team to support our children led by the SENCO. We have a forest school area to help develop gross motor skills along with a range of equipment to improve coordination and manual handling. All children benefit from outdoor learning. We work closely with other settings at times of transition. Meetings are put in place to ensure information is shared. We put together a transition package including extra visits to a setting.

Our recent OFSTED report (March 24) states that;

‘Support for pupils with SEND is organised well. Effective systems ensure that any pupil who may need extra help is identified and supported. Leaders share clear information with staff, especially about how pupils should best be supported in lessons.’

Principles

The School’s Special Educational Needs Policy is based on the following principles: -

- that we have a commitment to work in partnership with integrated services for children and young people
- that all teachers are teachers of children with special educational needs, and have a responsibility to meet those needs with the advice and support of the school co-ordinator and external professional as appropriate.
- that all children are entitled to a broad, balanced and relevant curriculum
- that we acknowledge pupil’s differing pace, styles of learning, previous experience, and we adapt accordingly allowing children to develop lively enquiring minds.
- that needs should be identified at an early stage, and progress monitored using a graduated approach and assessment system.
- that pupils with special educational needs are fully integrated into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school.
- that we develop an atmosphere of encouragement, acceptance and respect for others and their achievements, in order to promote self-esteem, worth and value.

Appendix A – SEN Information Report

We have seven single age classes within the school and a nursery. There are ten part time support staff. We currently have 28 children on the special needs register, two of which have an Education Health Care Plan and two receive Graduated Support. This document sets out how we plan to meet the needs of these pupils.

Identification and Assessment:

The school follows Local Authority advice related to a graduated approach to identification, assessment, monitoring and review of children with special educational needs. This recognises a continuum of needs. This is recommended in the Code of Practice and is in line with LA policy. This should be seen as an ongoing process and as the responsibility of the class teacher (in consultation with the Head teacher/SENCO.) It is the class teacher who is in a key position to observe a child's response in the classroom, who is able to recognise the child who is experiencing difficulties in learning, and who tries out different approaches to meet the child's needs.

Early identification, assessment and provision are viewed as very important. In order to identify pupil's individual special educational needs, and ensure appropriate provision, teachers are involved in both formal and informal screening methods. We carefully monitor the curriculum and obtain information from parents and use records from previous schools if appropriate.

How we consult with parents and carers of children with Special Educational Needs

- Termly meetings with parents to discuss person centred plans and reviews and general progress.
- We have an 'open door' policy where parents can meet with staff about concerns.
- We arrange for parents to meet with outside professionals in the school setting or a telephone conversation if preferred.
- The SENCO will meet with parents to go through external agency reports.
- We have a range of reading materials for parents to access.
- We can sign post services to parents where needed.

How we consult with our pupils with Special Educational Needs

- Children are involved in creating their own child friendly person- centred plans. Children are involved in setting their targets and reviewing their own progress. We are currently in the process of reviewing the format of our PCP's to enable pupil voice to be recorded.
- One- page profiles are created with the help of the child.
- We investigate different learning styles and consult with children as to how they feel they learn best.
- We have a school council where children's voices are heard.
- We have a rigorous PSHE programme where children have time to think and speak.

How we support our pupils at times of transition.

From Nursery to the Reception class.

- Home visits from the Reception teacher and teaching assistant or the Nursery manager.
- Weekly visits to the class from the school nursery during the summer term, so children get familiar with the setting and staff. The reception class teacher regularly visits the nursery.
- Meet with the early year's area SENCO and parents if necessary.
- Meet with nursery staff to share person centred plans and discuss successful strategies.

From class to class within school.

- Children will have 'taster' sessions in their new class. Extra sessions can be arranged.
- Teachers liaise to share person centred plans and one-page profiles and other general information about a child. This will include how children may or may not cope well with change.
- Progress data is shared.

Transfer to secondary school.

- Children will be visited by the year 7 co-ordinator in our setting.
- Children will have visits to secondary school. Extra visits will be arranged where necessary and will be supported by a teaching assistant and a more detailed transition plan may be drawn up.
- Year 7 co-ordinators and secondary SENCOs are invited to annual reviews.
- Year 6 teacher, Head Teacher and SENCO will meet with the year 7 co-ordinator and secondary SENCO to share information. Visitors from secondary school will spend time in the year 6 class on these visits.

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs.

- Up to date access plan- disabled access, disabled toilet facilities etc. Where a child has specific physical difficulties, school will liaise with relevant outside agencies to adapt the learning environment.
- 'Chill out' zones within classrooms and the school in general where children can have some time to talk, work quietly or just have some space from others.
- Dedicated 'nurture' space where children can go with an adult when needed throughout the day.
- We buy resources to support children where necessary, based on our knowledge of the child, our experience or on advice from outside agencies- e.g., writing slopes, stability cushions, pencil grips, cool kid's resources etc.
- Classrooms are well resourced but staff will ask the SENCO to order any additional equipment or will ask the SENCO for advice on any products that may be useful.
- Teaching assistants support children with SEN on a one- to- one basis or in small groups in each class.
- We follow advice from outside agencies and purchase resources that are recommended and also follow programmes that are recommended.

Our Provision for pupils with SEND

Communication and Interaction:

1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • On home visits/ visits to preschool we find out if a child has had any involvement with SALT or if the parents/carers have any concerns. • We observe children in class, at playtimes, lunchtimes etc. • We use ‘Stoke speaks out’ as an initial assessment tool in Nursery and the Reception class if necessary. • We then administer the ‘Early talk boost’ in the nursery, ‘Talk boost’ in Reception and key stage one and ‘Talk boost for key stage two’ further up the school. • We look at progress through the EYFS development matters stages of development. • We look at the impact that speech, language and communication needs is having on other areas of the curriculum and the child’s general well- being. • A person- centred plan might be appropriate for target setting and reviewing progress. • Refer a child to SALT to get expert advice after ‘Early Talk boost’/ ‘Talk Boost’ has been administered and progress shows that extra support is needed. • Review progress through a speech and language programme with outside agency guidance (e.g. Fluency team). 	<ul style="list-style-type: none"> • Follow advice from external agencies. • Provide suitable trained teaching assistants to run speech and language programmes – ‘Early Talk Boost’/ ‘Talk Boost’. • Resources will be purchased to support children e.g., speech and language games, recording equipment etc. <p>Receptive language issues:</p> <ul style="list-style-type: none"> • Make sure that instructions are simple and clear. • Provide support for children to make sure that they understand what is expected. <p>Expressive language issues:</p> <ul style="list-style-type: none"> • Build time in for children to take part in activities to develop expressive language • Provide support for children through • experienced teaching assistants in the class. <p>Articulation of sounds issues:</p> <ul style="list-style-type: none"> • Children may have a specific speech and language programme to follow- trained teaching assistants will administer these programmes with children on a one- to- one basis or in small groups. 	<ul style="list-style-type: none"> • Refer children to the speech and language service for support and advice. • Provide trained teaching assistants to run speech and language programmes in school. This may be on a one- to- one basis or in small groups. (‘Early Talk Boost’, ‘Talk Boost’) • One member of staff has completed the ELKLAN training. • Private speech and language practitioners have worked in school if parents have requested. • Nurture groups have been set up in school to give children time to work in small groups with an experienced adult. • Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.

2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • On home visits/ visits to preschool we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • We observe children in class, at playtimes, lunchtimes etc. • We look at progress through the EYFS development matters stages of development. • Tracking progress through the national curriculum and identifying barriers to learning. • Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these. • Provide a person- centred plan which is reviewed termly. 	<ul style="list-style-type: none"> • Provide adaptations to the curriculum or style of teaching to cater for individual needs- e.g. giving clear, precise and direct instructions. • Give children support in the class so that they can make sense of situations (teaching assistant time would be allocated). • Use social stories in small nurture groups or on an individual basis. • Support would be provided for children if they needed some ‘time away’ from the classroom to pursue some more individualised learning. 	<ul style="list-style-type: none"> • Refer children to Woodlands outreach service for advice • Refer children to Educational Psychology service for advice • Refer to BEE-U for advice • Refer to ‘Autism West Midlands’ for advice and support • Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home. • We are currently undertaking a project with a neurodiversity practitioner to ensure that all staff have a good understanding of the needs of neurodiverse children and how best we can support children in our care.

Communication and Interaction:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
1. General/Moderate Learning Difficulties		
<ul style="list-style-type: none"> • On home visits/ visits to preschool we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • We observe children in class, at playtimes, lunchtimes etc. • We look at progress through the EYFS development matters stages of development. • Tracking progress through the national curriculum and identifying barriers to learning. • Refer to LSAT for additional support and advice. 	<ul style="list-style-type: none"> • Adapting to children by using different learning styles, for example, precision teaching, multi-sensory learning. • Differentiating work • Providing support from the teacher or teaching assistant in small groups or on an individual basis. • Having children in target groups or booster groups within the class. • Providing children with SMART targets. • Providing support for pre-learning 	<ul style="list-style-type: none"> • Follow advice from outside agencies • Purchase resources to support children. • Support children through additional adult support in the classroom. • Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.
2. Specific Learning Difficulties e.g. Dyscalculia, Dyslexia		
<ul style="list-style-type: none"> • On home visits/ visits to preschool we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • We observe children in class, at playtimes, lunchtimes etc. • We look at progress through the EYFS development matters stages of development. • Tracking progress through the national curriculum and identifying barriers to learning. • Analyse year one phonics screening results. • Referral to LSAT for support and advice • One of our teachers is training to be a specialist dyslexia teacher 	<ul style="list-style-type: none"> • Follow advice from outside agencies • Adapting to children by using different learning styles, for example, precision teaching, multi-sensory learning. • Differentiating work • Providing support from the teacher or teaching assistant in small groups or on an individual basis. • Having children in target groups or booster groups within the class. • Providing children with SMART targets. • Providing support for pre-learning • Providing a variety of resources to support learning above and beyond what is already in the classroom. • One to one tutoring support 	<ul style="list-style-type: none"> • Providing a variety of resources to support learning above and beyond what is already in the classroom. • Lesson observation by the LSAT – noting the individual learning styles of pupils. • Providing support for parents by recommending resources to use at home. • Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.

Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • On home visits/ visits to preschool we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • We observe children in class, at playtimes, lunchtimes etc. Are children experiencing behaviour problems, are they withdrawn, attention seeking etc? • Get to know individual children well through working closely with all children in groups for example. • We look at progress through the EYFS development matters stages of development. • Tracking progress through the national curriculum and identifying barriers to learning. • Refer to outside agencies for support for the child and family. 	<ul style="list-style-type: none"> • Developing a personalised approach to learning for that child. • Providing support- having a designated adult to work with the child. • Develop resources to support children, e.g., a memory box in the case of bereavement • Having a calm area where children can go to think and talk. 	<ul style="list-style-type: none"> • Refer to outside agencies as appropriate, e.g. Woodlands, BEE-U, bereavement counselling • Early help advice • Training children about E safety • Staff keeping up to date with new emerging priorities • Supporting families with multiagency involvement • Training is available from TaMHS (targeting mental health support) through their ‘Think good, feel good’ programme. • The SENCO has undertaken ‘Nurture group’ training along with a teaching assistant.

Sensory and/or physical:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
1. Hearing Impairment		
<ul style="list-style-type: none"> • On home visits/ visits to preschool we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • We observe children in class, at playtimes, lunchtimes etc. Are children experiencing problems? • Reception age children will have a hearing in school. • Contact parents/carers if we feel there is a problem and ask them to take their child for a hearing test. 	<ul style="list-style-type: none"> • Children will sit closer to the teacher in lesson introductions • Ensure that the child is looking at you before speaking- say the child's name first before speaking to them. • Be aware of background noise in different environments that may affect hearing. • Teaching assistant support may be needed to repeat instructions to the child. • Providing more written instructions for the child to develop independence and self-esteem. 	<ul style="list-style-type: none"> • Follow guidance from hearing impairment service • Children may attend fun club/cool kids for sensory integration • Teaching assistant training for maintenance and checks for hearing aids • Hearing loop is installed in the school hall • Some staff members are trained in BSL and Makaton.
2. Visually Impaired		
<ul style="list-style-type: none"> • On home visits/ visits to preschool we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • We observe children in class, at playtimes, lunchtimes etc. Are children experiencing problems? • Reception age children will have a sight test in school. • Contact parents/carers if we feel there is a problem and ask them to take their child for an eye test. • Track pupil progress- refer to LSAT if appropriate • Refer to sensory inclusion if appropriate • Monitor pupil's ability to track print. 	<ul style="list-style-type: none"> • Ensure that children who wear glasses are clear about when they are to be used. • Sit children in an appropriate place in the classroom. • Provide work on coloured paper on recommendation from outside agencies. • Provide coloured overlays to assist reading on advice from outside agencies 	<ul style="list-style-type: none"> • Gain advice and support from outside agencies such as sensory inclusion • Adapt the environment where necessary

3. Physical Difficulties		
<ul style="list-style-type: none"> • On home visits/ visits to preschool we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns. • We observe children in class, at playtimes, lunchtimes etc. • We look at progress through the EYFS development matters stages of development. • Lesson observations, watching external coaches teaching PE • Liaise with the school nurse/ health visitor • Liaise with paediatrician • Liaise with physiotherapists/ Occupational therapists 	<ul style="list-style-type: none"> • Provide suitable equipment for children on the advice of outside agencies, e.g. writing slopes, pencil grips, stress balls, specialised furniture. • Provide suitable activities to develop skills, e.g. Cool Kids as an extra activity. • Use the Shropshire Occupational therapy advice document for specific difficulties. • Ensure tables and chairs are the correct height. • Ensure that the environment is free from clutter and is tidy and organised. • Regular PE sessions with extra adult support and differentiated activities. • Forest school sessions for Foundation stage-encouraging skills such as climbing and balancing 	<ul style="list-style-type: none"> • Referral to Occupational therapy • Shropshire OT pack • Recently, we have purchased ‘Dough Disco’ to implement in the Nursery and Reception class initially. • Follow specialist programmes from physiotherapists and occupational therapists. • Use of specialised equipment in classrooms • Teaching assistant support on an individual basis or in small groups • Relevant staff will complete manual handling training.

How we involve parents and carers in the assessment and review process

- Parents are notified if we have concerns through a meeting with the class teacher and SENCO.
- We talk through the steps we would like to take initially, e.g., monitoring the child in class, setting targets in the form of a person- centred plan.
- We gain permission to refer a child to an outside agency if we feel this is necessary and explain to parents/carers what we hope to gain from this.
- Notify parents of academic progress.
- Listen to the opinions of parents/carers
- Invite parents to discuss person centred plans and their reviews
- Meet with parents to discuss the reports sent through from external agencies.
- We suggest resources or activities that parents/carers could use at home to support their child.

How we involve our pupils with Special Educational Needs in the assessment and review process

- Children are instrumental in writing child friendly person- centred plans with their class teacher.
- Children work with their class teacher to review their child friendly person- centred plan.
- Children are aware of their targets for improvement and systems are in place so that children know if they have achieved those targets.

How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process

- Pupil progress and tracking data provides some of the evidence of the effectiveness of SEN provision in the school.
- The SENCO monitors person centred plans and reviews to ensure that targets are realistic, achievable and relevant. Children are involved in the review of the person- centred plan and this information is reported back to parents and carers.
- Lessons are monitored by the Head Teacher, Deputy Head and SENCO
- We monitor reports from outside agencies e.g. when the LSAT reviews the progress of a child.
- Local authority monitoring
- Pupil costed provision mapping
- Governors send questionnaires to parents
- Are our children happy and thriving?

How we ensure access to our facilities for all of our pupils

See;

- Equality policy
- Access plan

We purchase equipment to support all children in the school. Equipment used on a daily basis may be stored in classrooms and there are central areas of storage for more specialised resources.

What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?

- After school clubs including (these change termly) - football, multi sports, dance, dodgeball, high five, cosmic yoga.
- Residential visit in year 6 to Arthog
- Outreach support facilitated via pupil premium

- Access to learning a musical instrument

What support is available for our pupils with Special Educational Needs?

- Pupils have support from highly trained and supportive staff.
- Pupils have access to a broad and balanced curriculum, which is tailored to suit individual needs.
- Pupils are referred to appropriate outside agencies when we feel that school has reached its level of expertise.
- Pupils are involved in setting their own targets through child friendly person- centred plans.
- Pupils have access to a wide range of after school clubs.
- Pupils have appropriate specialist equipment provided to support their needs.
- School supports families and sign posts organisations that may help children.
- School provides a caring and supportive environment where children’s achievements and contributions are highly valued.

What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?

- Training for ‘Speed up’- a kinaesthetic programme to develop fluent handwriting in key stage two
- Visits and support from outside agencies- SALT, OT, LSAT, EP, Behaviour support
- Early help training
- Child protection training
- Booster provision training
- E safety
- Advice from sensory inclusion services
- Training for the support of the hearing impaired and support for hearing aid maintenance
- Autism awareness training
- Precision teaching
- SALT training courses, training in school from speech therapist
- Nurture group training
- Attachment training

How we obtain the services, provision and equipment required by our pupils with Special Educational Needs

We refer children to the following services

- LSAT
- Woodlands outreach service- learning, behaviour and ASD
- Educational psychology
- Sensory inclusion
- Education welfare officer
- Severndale outreach service
- Speech and language therapy services
- Occupational therapy
- Physiotherapy
- Early help
- Megan Baker house- conductive education

We then act on advice from these agencies and purchase or hire resources if necessary.

If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs

Please contact the school if you wish to talk to or make an appointment with:

- Mrs Stephanie Beard Head Teacher Tel: 01952 882950
- Mrs Lisa Fleming SENCO Tel: 01952 882950

To access the Shropshire Council Local Offer, please follow this link;

<https://shropshire.gov.uk/the-send-local-offer/>