

WALFORD NURSERY & PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

SCHOOL INFORMATION REPORT

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Welcome to our SEN & Disabilities Information Report, which is part of the Herefordshire Local Offer for learners with Special Educational Needs and /or disabilities (SEND) and is available to see at <https://www.herefordshire.gov.uk/localoffer>. All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

DEFINITION

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they are considered to present the following:

- A significantly greater difficulty in learning than the majority of children of the same age.
- A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local area (local offer) of the local education authority (Special Educational Needs Code of Practice 2015).

The definition of disability in the Equality Act 2010 states that a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day to day activities. A child with disability may or may not have special educational needs.

The Code of Practice (2015) has identified four broad areas of need for schools to use to review and manage provision for children who require special educational provision, that is in addition to the Quality First Teaching all children receive from the class teachers. The full range of special needs are divided into the following categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Development
- Sensory and/or Physical

AIMS

In Walford Nursery & Primary School, we aim to:

- ensure that all children with special educational needs and/or disability will have their needs met;
- collaborate with other providers of support in identifying and addressing difficulties of those pupils whose learning difficulties and/or disabilities are severe and complex;
- enable all pupils to develop their physical, intellectual, social and emotional capabilities;
- ensure full access to a broad, balanced and appropriate curriculum;
- promote the inclusion of all pupils within the broader life of the school;
- establish a co-operative and constructive partnership between the school, the pupil and the family;
- take into account the views of the child wherever possible, and appropriate.

ADMISSIONS

Walford Nursery & Primary School admits pupils according to the Herefordshire Local Authority Admissions Policy. Pupils with special educational needs and/or disabilities are admitted in so far as is reasonably compatible with the educational provision for other pupils. Through the Accessibility Plan, Walford Nursery & Primary School builds upon and complements inclusive practice by improving equality of access (both physical and curricular) and opportunities for all pupils.

ROLE OF GOVERNORS

The governing body has regard to the current Code of Practice for Special Educational Needs and Disability (SEND) when carrying out their duties. Our governing body has appointed a member as a designated governor (Kate Mead) for special educational needs and disability. All governors will be kept informed of the work being carried out with pupils with special educational needs through regular reports from the Headteacher and the designated governor for special educational needs.

A GRADUATED RESPONSE

At Walford Nursery & Primary School, we see children as individual learners and we find the best way to support children's learning. We identify children who are finding learning more difficult and have adopted a graduated response to meet the needs of pupils with Special Educational Needs and/or Disabilities (SEND) which is line with the Herefordshire Local Offer and the Code of Practice (July 2014). The following pages outline how the graduated response works at our school and what it means for you and your child.

STAGE 1		
What will school do and who is responsible?	How will you (parents/carers) be involved?	What will this mean for your child?
Initially, your child's needs will be identified by the class teacher as part of our rigorous, whole school monitoring system. If your child is falling behind the level expected for children their age or they are not making the progress expected, appropriate provision will be made for them.	This will be discussed with you at the earliest opportunity, either at a parents / carers' consultation evening or, you may be asked to come into school for an additional meeting with your child's class teacher .	At this stage, your child may be offered additional support in the form of an intervention designed to accelerate progress for pupils who require a 'boost' in their learning. This should enable them to make progress towards expected outcomes. Not all children who take part in these interventions will be identified as having SEN at this stage.

STAGE 2		
What will school do and who is responsible?	How will you (parents/carers) be involved?	What will this mean for your child?
If, following targeted support, your child has still not made sufficient progress, their class teacher will consult with the school's Special Educational Needs Coordinator (SENCo). The SENCo will then offer advice on how to support your child further and may carry out further assessments to identify any possible barriers to learning.	You will be given the opportunity to meet with the SENCo and the Class Teacher. This is a useful time to discuss any particular concerns you may have and to explore any further assessments that might be useful. If you agree to further assessments being carried out, you will be invited back at a later date to discuss the outcomes of these and how they might impact on future provision for your child.	If you have agreed to further assessments, these will be carried out as soon as possible. Information gathered about your child will be used to provide an individual learning plan for your child. Your child will be asked for their views about their own learning during those assessments and at the initial review meeting. This information may be recorded as part of the class planning or may be written as an individual Provision Map or My Play Plan, depending on the level and type of need, with specific targets. Depending on the outcome of any assessments and in full

		consultation with parents and carers, the pupil may be placed on the school's register of children who are receiving SEN support.
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STAGE 3		
What will school do and who is responsible?	How will you (parents/carers) be involved?	What will this mean for your child?
As part of the review process, when it is clear that specific support has been delivered but still not resulting in your child making satisfactory progress to meet national expectations (or be on track to do so), the SENCO will consider making arrangements for a referral to an outside specialist in order to gain further information, e.g., an educational psychologist.	You will be invited to a meeting to review your child's provision and progress . A referral to an outside agency will be discussed and, if it is agreed that this is the best course of action, you will be asked for permission/information sharing to allow the school to do this. You will usually be invited to meet with the member of the team who comes into school to work with your child.	Your child will be assessed by the outside agency who will usually give the school a list of recommendations to follow. At this stage, these recommendations will be discussed with you and your child (if appropriate) and will usually be written into an Individual Provision Map or My Play Plan . Progress against specific targets will be reviewed frequently as part of the school's 'assess – plan – do – review' cycle. By this stage, children are usually placed on a list for children who receive SEN support.

STAGE 4		
What will school do and who is responsible?	How will you (parents/carers) be involved?	What will this mean for your child?
What happens when expert advice has been sought and followed with rigour, over a period of time, and still your child has made less than expected progress? In such cases, consideration will be given to requesting an assessment for an Education, Health and Care Plan (EHCP) . Further details about EHCPs are explained on the next page.	Since your child's needs were identified by their class teacher, you will have been involved in the 'assess – plan – do – review' cycle. This stage is no different and you will be involved at every step of the process.	Provision will still carry on while the assessment is made. Your child will be asked for their views in the same way that they have been involved in their own provision previously. Further assessments may need to be carried out. If it is agreed that an EHC assessment is the appropriate course of action, the local authority will make arrangements for your child to be assessed.

EDUCATION, HEALTH AND CARE PLANS (EHCPs)

*‘The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible **outcomes** for them across education, health and social care and, as they get older, prepare them for adulthood’ (SEN Code of Practice 2014 - 9.2).*

An education, health and care needs assessment for a child or young person can be requested by:

- The child’s parents / carers.
- A young person over the age of 16 years but under the age of 25 years.
- A person acting on behalf of a school or post -16 institution (ideally with the knowledge and agreement of the parent or young person, where possible).

Further advice can be sought from school or the Local Authority. If you want to approach the Local Authority directly to make a request for an Education, Health and Care Plan, telephone the SEN Team on: **01432 260869** or **email:** senteam@herefordshire.gov.uk.

Additional, impartial support and advice can be sought from the Herefordshire Special Educational Needs and Disabilities Information Advice and Support Service (SENDIAS) at www.hwsendiass.co.uk, [Tel:01432 260955](tel:01432260955) or email: sendiass@herefordshire.gov.uk

ADDITIONAL INFORMATION

If we notice that a child is having a problem with any aspect of their learning, we may use more specific tools to assess why they are experiencing difficulties. This may require a referral to more specialised agencies or teachers (Policy for SEN refers).

The provision we can provide for children with SEN

All children receive Quality First Teaching at our school and we provide a whole school approach to SEN with an inclusive curriculum, whereby they are enabled to engage in activities available to all children.

- Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is adapted appropriately, and 'assessment for learning' is used to inform the next stage of learning.
- Teachers plan work for the individual needs of the children and they monitor and track children's progress. There are times when children are asked to work in small groups, or in a one-to-one situation outside the classroom.
- Some children may need individualised and specialised programmes. We work with outside agencies and specialists to help us to develop suitable programmes to support children.
- Extra provision for children may include support for: literacy, maths, behaviour, speech & language, motor skills, social emotional well-being and/or developing positive self-esteem.
- The school provides accessibility to the curriculum for all children. All classrooms have an interactive TV and iPads so that text/font size can be adjusted. The use of technology, including iPads and laptops, serve to enhance learning whilst visual timetables, help to develop individual learning.
- Every classroom has a qualified Teaching Assistant to support the teaching and learning of all children.

ASPECT OF SEN	RESOURCES TO SUPPORT LEARNERS
Assessment	• NFER/The Write Stuff - used as a whole school assessment tool to monitor pupils' progress each term. • YORK Assessment of Reading for Comprehension • NFER Nelson Single Word Spelling Test • NFER Nelson Progress in Maths
Provision for communication and interaction difficulties. Provision for expressive and receptive language difficulties.	• Read, Write Inclusive (RWInc) – a phonics programme used to teach reading and writing. • Big Book of Ideas – Speech & Language programme. • Programme of Phoneme Awareness Training (POPAT). • Visual Support. • Voice recognition software. • Reading Pens.
Provision for cognition & learning difficulties in Literacy.	• Read, Write Inclusive - a phonics programme used to teach reading and writing. • The Write Stuff - used to develop children's comprehension, vocabulary, writing, critical thinking and discussion skills. • Read Write Inclusive (Fresh Start) – a phonics programme used to teach reading and writing to older children. • Read Write Inclusive Comprehension - used with children aged 7– 9yrs who are confident readers who need to deepen their reading skills and extend their writing. • Read Write Inclusive - 1:1 programme. • NfER Assessments - used to monitor pupils' progress term by term. It focuses upon phonic awareness, literal comprehension, reading for meaning and appreciation of reading. • Toe by Toe - used with children who experience reading difficulties, especially those who have been diagnosed as having specific learning difficulties. • Project X Code – an innovative reading programme which combines phonics, comprehension development, motivational 3D design and gripping stories to accelerate struggling readers' progress. • Grammar Hammer - used to support English language, grammar, punctuation and spelling.

	• Dyslexia Gold / Engaging Eyes – a programme to support children who have difficulties with fluency, comprehension and accuracy in reading. • SNIP Literacy programme – used to support children with reading and spelling. • Spelling Shed. • Emile Spelling App. • Single Word Spelling Test. • Dough Disco (fine motor skills support). • Jungle Journey (fine motor skills support). • NHS recommended Fine Motor Skills programme. • PenPals Handwriting Scheme. • Rising Stars - Skills Builders. • iPads – a wide variety of apps to support writing. • Clicker work processing software. • Use of visualisers for modelling. • Writing slopes, specialist handwriting pens/grips, Reading Pens. Individual Provision Maps or My Play Plans detail the support children are provided to with to promote their learning in all areas of the curriculum.
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ASPECT OF SEN	RESOURCES TO SUPPORT LEARNERS
Provision for cognition & learning difficulties in Mathematics.	• Numicon. • Assertive Mentoring (Big Maths) programme - used to practice and consolidate basic skills. • Marvellous Maths – Key Stage 1 intervention programme. • Mastering Number - a highly effective mathematics intervention, which helps children to consolidate skills in number, place value, addition, subtraction, multiplication and division. • Plus 1 - teaches the building blocks of numbers and begins to develop skills using mental calculations. • Power of 2 - teaches all mental mathematics required by the National Numeracy Strategy, and through its use enables pupils to access the full mathematics curriculum. • Concrete resources, e.g., Base 10, Cuisenaire Rods. • Individual Provision Maps or My Play Pans detail the support children are provided to with to promote their learning in all areas of the curriculum. • Pre and post teaching as required. • Times Tables Rock Stars • Emile.co.uk • Hit the Button / One Minute Maths apps.

ASPECT OF SEN	RESOURCES TO SUPPORT LEARNERS
Provision for social and emotional development.	• Jigsaw PSHE programme. • Friends programme. • ELSA. • Social Stories / Circle Time. • Attachment in the classroom. • Socially Speaking. • Time out zones / The Nest (a quiet, safe place to be). • Pastoral Support Plans (PSP) - help a child to improve their social, emotional and behavioural skills. The PSP identifies specific targets for a child to work towards and should include both the child and parents in the drafting process. • School Nursing Service liaison. • Play Therapy. • Team Teach – staff training in positive handling strategies and techniques, with an emphasis and preference for the use of verbal and non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.
Provision for hearing impairment.	• LA inclusion Team provides relevant advice, guidance and support to ensure that barriers to learning are removed. • iPads are used to increase access to the curriculum.
Provision for visual impairment.	• Use of overlays / coloured paper / enlarged print. • iPads are used to increase access to the curriculum.

ASPECT OF SEN	RESOURCES TO SUPPORT LEARNERS
Provision for physical difficulties.	• Hygiene Room (3 star grade) with accessible toilet, shower and overhead hoist. • Disabled Toilet. • Disabled car parking. • Personal Evacuation Plans ensure the health and safety of wheelchair users in cases of fire. • Regular staff training, e.g., manual handling, physiotherapy, gastrostomy tube feeding, scribe training, etc. • Appropriate equipment needed to support children's physical needs provided (writing slopes, special writing aids, overlays, pencil grips, portable hoist, turning stand, ramps throughout school, widened doorways for access, etc). • Electronic Front Door – automatic access for pupils. • Physiotherapy programmes tailored to meet the individual needs of children. • Fine motor skills programmes.
Provision for medical/ health difficulties and conditions, e.g., Autism, Downs Syndrome, etc.	• Regular meetings between parents / carers and staff. • Individual Provision Maps or My Play Plans tailored to children's needs. • SENCo timetables provide continuous support, where appropriate, to meet the needs of all children. • Regular staff training sessions regarding particular conditions / learning difficulties, e.g., Manual Handling, physiotherapy, etc. • Transition booklets / additional move-up sessions promote a smooth transition into the next year group for all children. • Personal Evacuation Plans ensure the health and safety of wheelchair users in cases of fire. • Care plans are set up for children with medical conditions, such as asthma, allergies, Epi Pen users, cerebral palsy and muscular dystrophy. • iPads — a variety of apps to support learning.

ASPECT OF SEN	RESOURCES TO SUPPORT LEARNERS
Provision for supporting relationships between peers.	• Friends programme • ELSA • Thrive • Time out zones / The Nest (a quiet and safe place to be) • The Positivity Pod – Sensory Room • Buddy System • Social skills groups / games • Jigsaw PSHE programme
Provision for supporting children's relationships with parents / carers.	• Early Help Assessment involving multi-disciplinary teams • Termly reviews • Telephone calls • Showbie • Email • Home visits • Open door policy • Annual Reviews for EHCPs • Meetings with SENCo / Outside agencies • Pastoral Support Plans (PSP) • Teacher / parent consultations • Termly parents'/carers' evenings • School Website

ASPECT OF SEN	RESOURCES TO SUPPORT LEARNERS
Management and conduct of reviews.	• Reviews are carried out in accordance with the guidelines provided by the SEN (Special Educational Needs) team • Parents'/ Carers' Evenings • Half termly Staff Pupil Progress meetings
Experience of community leadership.	• The SENCo attends local authority training events, conferences and regular meetings with other schools in order to discuss SEND issues
Effectiveness of partnership working.	• The SENCo meets regularly with specific agencies involved in the support of children's needs, e.g., school nurse visits, the Behaviour and Learning Support teams. There is also regular contact between the local authority SEN Officer and the SENCo. • The SENCo attends SENCo Network Meetings.

How we assess the progress of children with SEN

Children's progress is tracked and monitored. Pupil Progress Meetings held between the class teacher and a member of the Senior Leadership Team help to identify whether children are on track or if further adjustments need to be made to help individual children.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language, literacy, numeracy or developmental issues;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Staff Training

- Staff and Governors undertake continuing professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement and records of CPD are maintained in the School Office.
- Training takes place both internally and using external specialists.
- The SENCO provides guidance to staff and parents, collaborating with external agencies whenever necessary.
- The Headteacher, Deputy Headteacher and SENCO collaborate to ensure the training of staff is inclusive for all children.

The Role of Parents and Carers of children with SEN

We actively encourage partnerships with parents / carers as parents and carers have a vital role to play in their child's learning. The child and parent's / carer's voice is very important to us.

At all stages of the special needs process, parents / carers are kept fully informed and involved. In addition, we take account of the wishes, feelings and knowledge of parents / carers at all stages and we encourage parents to make an active contribution to their child's education.

We inform the parents / carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Children's progress and the support they are receiving is discussed at parents' / carer's evenings with the class teacher. The school will also communicate with parents / carers via telephone calls, email, Showbie and planned meetings.

The Role of the Governing Body

The Governor responsible for SEN is Mrs Kate Mead.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

Transitions

At Walford Nursery & Primary School, all the staff work together to plan and prepare for transitions between phases of education (when children enter or leave school or when they move up to a new class). This applies to all pupils, but especially for children with special educational needs and/or disabilities.

When children start in Nursery, there are 'settling in' opportunities for children to become familiar with the environment and routines within Nursery. The staff liaise closely with parents / carers and all the relevant agencies where a special educational need or disability has already been identified. If Nursery children are moving up into Reception, they have the opportunity to visit their new class and meet their new teacher on several occasions throughout the summer term.

When children start in Reception, visits are made to the nursery schools and the SENCo liaises closely with parents / carers and all the relevant agencies where a special educational need or disability has already been identified.

At the end of each year, transition meetings take place between teachers so that they have all the information they need, including any SEN records and planning. Children also have the opportunity to visit their new class and meet their new teacher.

For those children with an EHC plan who are moving to high school, an Annual Review meeting is held early enough to enable the SEN team to consult with parents' / carers' preferred choice of high school. To support transition to high school, at Walford Nursery & Primary School, the SENCo and Class 6 teacher always liaise closely with the SENCo of the receiving school to ensure that all important information is shared. Parents / carers and pupils agree beforehand what information is to be shared as part of this planning process.

Contact Details and Links of Support Services and Resources:

Dyslexia - <http://www.bdadyslexia.org.uk>

Dyspraxia - <http://www.dyspraxiafoundation.org.uk>

Phonics support - <http://www.oup.com/oxed/primary/rwi/>

ADHD - <http://www.livingwithadhd.co.uk/>

Aspergers - <http://www.autism.org.uk/>

Parenting Support - <http://www.triplep.net>
<https://www.herefordshire.gov.uk/health-and-social-care/children-and-family-care/positive-parenting-programme>

Herefordshire Local Offer - <https://www.herefordshire.gov.uk/localoffer>

Complaints

We endeavour to ensure that you always feel that your child's individual needs are being met and we seek regular feedback on what is working well or how things could be improved.

However, if you have any concerns, you should talk to your child's class teacher, in the first instance. Hopefully, any issues you may have will be resolved at this stage but if this is not the case, please do not hesitate to make an appointment to speak with the SENCo or Headteacher. If matters are not resolved to your satisfaction, you should then follow the school's Policy for Complaints, a copy of which can be found on the website.

SENDIAS (Special Education Needs and Disabilities Information and Advice Service) <https://www.hwsendiass.co.uk/> offers independent advice and they will be able to help you if you feel that the school could deal more effectively with your concerns.

Relevant school policies underpinning this SEN Information Report include:

- SEN Policy
- Accessibility Audit and Plan
- Complaints Policy
- Anti-Bullying Policy
- Equalities Policy