



**Wychbold First and Nursery School**

**Special Educational Needs Information Report:**

**Revised December 2017**

**Statement and General Principles.**

At Wychbold First and Nursery School, it is our philosophy to develop and maximise the full potential of every child. Teachers respond to children’s needs through appropriate curricular provision. They plan for children’s full participation in learning, and in physical and practical activities. Teachers provide multisensory and varied teaching methods, and plan for differentiation in lessons. We know that children have different educational and behavioural needs, require a range of teaching approaches and experiences and they acquire, assimilate and communicate at different rates. It is the job of every member of staff to ensure that we meet the special educational needs of every child and that they have access to a broad and balanced curriculum. In some cases children may need extra intervention, support, may require the advice of external agencies or may need adaptations to the learning environment, therefore requiring Special Educational Provision.

All Worcestershire Local Authority (LA) maintained schools have a similar approach to meeting the needs of children with Special Educational Needs and disabilities (SEND) and Looked After Children, and are supported by the LA to ensure all pupils make the best possible progress in school. All schools are supported to be as inclusive as possible, with needs of children with Special Educational Needs to be met in a mainstream school wherever possible. Worcestershire’s local offer has been published at [www.worcestershirelocaloffer.org.uk](http://www.worcestershirelocaloffer.org.uk)

<p>What is a Special Educational Need?</p>	<p>Children have a Special Educational Need if they have a learning difficulty which calls for special educational provision to be made for them. They may have a significantly greater difficulty in learning than the majority of children the same age or may have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the age in schools within the area of the Local Authority.</p> <p>Special Educational Provision means educational provision which is <b>additional to</b> or <b>different from</b> that provided as part of the schools usual differentiated curriculum.</p> <p>We educate children with varying needs of Special Educational Needs and Disabilities. These include the four ‘areas of need’ outlined in the Special Education Needs and Disability Code of Practice 0-25 years:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction (speech and</li> </ul>
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	<p>language difficulties, Autistic Spectrum disorders)</p> <ul style="list-style-type: none"> <li>• Cognition and Learning (general or specific learning difficulties)</li> <li>• Social, Emotional and Mental Health difficulties</li> <li>• Sensory and Physical Needs. (hearing impairment, visual impairment, physical and medical difficulties)</li> </ul>
<p>How do we identify the Special Educational Needs of a child?</p>	<p>We identify pupils with a Special Educational Need or disabilities (SEND) as early as possible. Children are identified as having a Special Educational Need through a variety of different ways, including:</p> <ul style="list-style-type: none"> <li>• Liaison with previous schools/nursery</li> <li>• Monitoring performance and on-going observation by the class teacher</li> <li>• Termly pupil progress meetings with the Head Teacher, Special Educational Needs and Disabilities Coordinator (SENDCo) and Class Teachers from which we track and identify children who are performing significantly below age expected levels.</li> <li>• Monitoring and reviewing of progress made during interventions for children who are not making expected progress.</li> <li>• Concerns raised by parents</li> <li>• Liaison and meetings with class Teachers, SENDCo and external agencies.</li> </ul>
<p>How do we work with parents of children with Special Educational Needs?</p>	<p>Once a child has been identified as having Special Educational Needs the Class Teacher, the SENDCo and parents will decide what the most appropriate course of action will be, and the children will be placed on the school SEND register. An Individual Education plan will be written to set targets for the child, which will enable the school and parents to closely monitor the child's progress. These will show where provision is put into place and which teaching strategies and intervention may be used. Parents are invited to termly meetings to discuss their child's needs, following a discussion between the SENDCo and the pupil.</p> <p>We also actively encourage parents to be involved in their child's education through:</p> <ul style="list-style-type: none"> <li>• Parents evenings with the class teacher</li> <li>• Annual school report</li> <li>• Family learning sessions</li> <li>• Parent workshops/ evenings</li> <li>• Sharing information about how parents can support their children at home</li> <li>• An 'open door policy' with the Class Teacher, Head Teacher and SENDCo.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents being invited to meet with outside agencies</li> <li>• Annual review meetings with SENDCo, Class Teacher and external agencies for children with an Education and Health Care Plan.</li> </ul>
How do we consult pupils about their SEN?	<ul style="list-style-type: none"> <li>• All pupils will discuss their achievements and needs in school with the SENDCo each term in a 'pupil interview' which is shared with parents.</li> <li>• All pupils will discuss their individual education plans with their teachers and parents following termly meetings.</li> <li>• It is very important that all staff listen to pupil opinions and thoughts at all times.</li> </ul>
How do we assess children with SEN?	<p>Alongside usual assessment (e.g. marking, feedback and teacher assessment) pupils with SEND will be monitored, assessed and reviewed by</p> <ul style="list-style-type: none"> <li>• Individual Education Plans targets monitored termly</li> <li>• Meetings with parents</li> <li>• Entry and exit data from interventions</li> <li>• Pupil progress meetings with Head Teacher and Class Teacher</li> <li>• Data scrutinised termly and progress tracked on our Insight Tracker.</li> </ul>
How do we provide extra support for pupils with SEN?	<p>Children on the SEND register will require support and interventions. These may include:</p> <ul style="list-style-type: none"> <li>• Fine motor control support</li> <li>• Nurture group</li> <li>• Handwriting support</li> <li>• 1:1 phonics intervention</li> <li>• Speech and language groups or 1:1 support</li> <li>• Gross motor skills programme</li> <li>• Social skills groups</li> <li>• Specific literacy or numeracy intervention</li> <li>• 1:1 specific support from a Learning support assistant following advice from external agencies (for example pre teaching or word finding activities)</li> </ul>
How do we support children moving schools/ phases?	<p>To ensure a successful transition at all stages of their education, we have the following procedures in place for the children:</p> <p>For children moving into the Foundation Stage;</p> <ul style="list-style-type: none"> <li>• Nursery visits or home visits for pre-school children.</li> <li>• Sharing of the Nursery Profile and any other relevant SEN documentation</li> <li>• Induction mornings or afternoons offered to all children starting in our nursery or reception.</li> <li>• Pupil passports with photographs of the school/ teachers for pupils with SEND.</li> </ul>

	<p>For children moving into a new year group;</p> <ul style="list-style-type: none"> <li>• Class Swap afternoon.</li> <li>• Meetings between new Class Teacher and previous Class Teacher to discuss the individual needs of the children.</li> <li>• Trips for children with the new cohort.</li> </ul> <p>For children moving to Middle School</p> <ul style="list-style-type: none"> <li>• Transition day for all pupils with extra days offered for children with SEND if necessary</li> <li>• The SENDCo to liaise with the middle school SENDCo to discuss pupils on the SEN register.</li> <li>• A pupil passport is made for children who may find the transition difficult, including photographs of new teachers and setting.</li> </ul>
<p>What are the staffing arrangements for SEN in the school?</p>	<p>All teachers and support staff work with children with Special Educational Needs. Two members of staff work specifically 1:1 with children on our SEN register and other staff may support with interventions. The SENDCo in the school is Mrs Jo Hounsell. The SEN Governor in the school is Mrs Rachel Kiernan. Please contact the school for further details on 01527 861421</p>
<p>How do we ensure the expertise and training of staff to support children with SEN?</p>	<ul style="list-style-type: none"> <li>• Teacher and Teaching Assistant performance reviews ensure high expectations for all children.</li> <li>• The SENDCo attends additional training courses and feeds back relevant information.</li> <li>• All staff are invited to Speech and Language Training and are invited to other SEND specialist training (for example Autism training)</li> <li>• An Educational Psychologist and other outside agencies liaise with the SENDCo and staff to support and advise.</li> <li>• Teaching Assistants attend specific training to meet the current needs of the children in the school. E.g. Attachment training.</li> </ul>
<p>How do we handle complaints about provision of SEN at our school?</p>	<p>Complaints in the first instance should be directed to the class teacher who will speak to the SENDCo and/or Head Teacher about the SEND complaint. If this is not adequate please speak to the SENDCo.</p> <p>In the event of the situation not being resolved, complaints should be referred to the Head Teacher and the 'complaints procedure' should be acted on if necessary.</p>

For further details please refer to the school's SEN policy.