



## **Special Educational Needs and Disabilities Information Report 2024-2025**

Within Wrockwardine Wood Infant School and Oakengates Nursery Federation we are committed to the inclusion of all pupils, whatever their abilities and needs. This information report is intended to give you information about the ways in which we ensure we support our children so that they can achieve their full potential. Our provision is regularly modified to meet the changing requirements for individuals.

### **WHAT TYPES OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) DO WE PROVIDE FOR?**

Some children have needs or disabilities that affect their ability to learn. We address the needs of children using the four main areas of need as outlined in the Code of Practice 2014, which are:

#### **Communication and Interaction**

Speech, Language and Communication Needs (**SLCN**)- This includes children who have difficulty saying what they want to or understanding what is being said to them and children who do not understand or use social rules of communication.

Autistic Spectrum Disorder (**ASD**)- Children with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and Learning**

This includes children whose learning difficulty could result in them learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and includes, for example, children who have Moderate Learning Difficulties (**MLD**) and children who have a Specific Learning Difficulty (**SpLD**) such as Dyslexia, Dyscalculia or Dyspraxia.

#### **Social, Emotional & Mental Health (SEMH)**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may include becoming withdrawn or isolated, as well as displaying challenging behaviours, along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (**ADHD**) or Attachment Disorder (**AD**).

#### **Sensory and /or Physical**

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes Visual Impairment (**VI**), Hearing Impairment (**HI**), Multi-Sensory Impairment (**MSI**) and Physical Disability (**PD**).

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#### **HOW DO WE IDENTIFY AND ASSESS PUPILS WITH SEND?**

We follow the four-part cycle (Assess, Plan, Do, Review) and recognise that identifying needs at the earliest point and then providing the right support, improves outcomes for the child.

Children are identified as having SEND through a variety of ways, usually a combination, which may include some of the following:

- Concerns raised by a parent
- Child performing below 'age expected' levels or equivalent lack of progress over time
- Information from previous settings
- Information from other services
- Concerns raised by a teacher
- Liaison with external agencies

Observations are made in a variety of contexts and monitored by the SENDCo.

Teachers are responsible for the progress and attainment of children in their class. They are able to observe children and identify any concerns they may have regarding a child. Teachers will then develop strategies for supporting children who require additional help. In the first instance this will be through **First Quality Teaching**. If a child is still experiencing difficulties after adaptations and outstanding teaching, then further interventions would be put into place. This may be within small groups or on a one-to-one basis. If a parent or teacher feels that a child has a specific difficulty, then the SENDCo would become involved and the child may receive further support via other professionals.

#### **WHAT IS OUR APPROACH TO SEND?**

The SEND register operates a graduated response. Children can only be added to the register with the full permission of the parents. All children on the SEND register have an Individual Provision Map (IPM) written for them by the class teacher which identifies targets, interventions and strategies to be used to reach these targets and thorough evaluations. These are discussed with parents and monitored by the SENDCo every half term. School staff regularly review all children's progress and monitor children with concerns. Those children with on-going concerns may be referred to the appropriate agency with the permission of parents. Where children have additional needs, they will be supported in accessing the full curriculum.

Individual risk assessments are carried out where appropriate to ensure the safety of children with additional needs.

If concerns still remain following a full intervention programme, then the school may request an Education, Health and Care Needs Assessment (EHCNA) by the local authority.

The Graduated Response is:

- **SEN Concern-** A child is identified as requiring some additional intervention to support progress
- **SEN Support-** Class teachers or the SENDCo will discuss a child's needs with a parent and decide what support and adaptations will be necessary to provide within school. Further support for a child can be requested from another professional as appropriate and their advice will be acted upon.

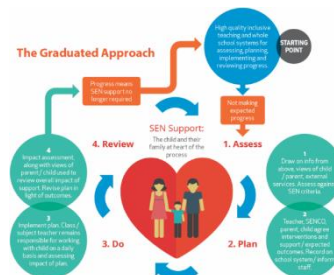
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SEN support should arise from a four-part cycle, known as the graduated response, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the child’s needs and of what supports them in making good progress and securing good outcomes.

The four stages of the cycle are:

- **Assess**
- **Plan**
- **Do**
- **Review**



The graduated response starts at whole school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and the gaps in a child’s learning
- Continual reflection on approaches to meeting the child’s needs leads to a growing understanding of strategies that enable the child to make good progress and achieve good outcomes.

In this cycle of support, the graduated response draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of our children.

- **Request for an Education, Health and Care Plan Assessment-** Schools or parents can request an assessment be carried out by the Local Authority if the child continues to experience specific difficulties. Professionals involved with a child’s education would be required to submit evidence to the local authority about the individual’s needs and suggest what should be done to meet these needs.
- **An Education, Health and Care Plan** may be issued following this assessment. It would describe a child’s specific needs and explain how these needs should be met. These are reviewed annually through the Annual Review process.
- **Additional Funding and advice can be sought via the Inclusive School Forum (ISF).** Where further advice and support are required to meet a child’s individual needs, then a request to the Inclusive School Forum can be made. Specialist outreach support can also be accessed via this route. Any support provided would be reviewed after one year and decisions made about appropriate ways forward.

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### **WHO IS OUR SPECIAL EDUCATIONAL NEEDS AND DISABILITY CO-ORDINATOR (SENDCo) AND HOW CAN THE SENDCo BE CONTACTED?**

#### **Wrockwardine Wood Infant School & Nursery**

##### **SENDCo- Mrs Hayley McNamee**

Wrockwardine Wood Infant School and Nursery  
Church Road  
Wrockwardine Wood  
Telford  
TF2 7AH  
01952 387860

#### **Oakengates Nursery School**

##### **SENDCo- Mrs Hannah Firmstone**

Oakengates Nursery School  
Limes Walk, Oakengates,  
Telford TF2 6EP  
01952 387910

### **WHAT IS OUR APPROACH TO TEACHING PUPILS WITH SEND?**

We provide a rich, stimulating and creative curriculum for all children, taking into account approaches to complement their differing learning styles.

Where children have additional needs they will be supported in accessing the full curriculum through specialist resources, appropriate adaptations and additional support from adults.

Interventions are based on need. We can provide the following additional interventions:

- *Cool Kids movement programme*
- *Max's Marvellous Maths groups*
- *Precision Teaching*
- *Nurture Provision*
- *Regulation Station*
- *Speech and Language groups including Colourful Semantics, Verbal Reasoning, Contrastive Pairs, Vocabulary and Concepts, Teach Speech, Visuals, Information carrying words,*
- *Phonics groups*
- *Listen with Lucy groups*
- *Nuffield Early Language Intervention (NELI)*
- *KS1 Talk boost*
- *Early Years Talk boost*
- *Emotional Literacy Support Assistant (ELSA)*
- *It's time to talk programme*
- *It's time to listen programme*
- *Attention Autism Bucket*
- *Intensive Interactions*
- *Literacy Pathway*

These interventions will not necessarily be running at the same time.

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### **HOW DO WE ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT?**

We work in partnership with a number of outside professionals and develop the expertise of our staff through training so that we can provide an appropriate curriculum and engaging learning environment which is accessible for all pupils.

### **HOW DO WE CONSULT WITH PARENTS OF PUPILS WITH SEND AND INVOLVE THEM IN THEIR CHILD’S EDUCATION?**

We operate an ‘open door’ policy and staff will always make themselves available for any parent who requests a meeting to discuss their child or any concerns they have. Parents and children are welcomed at the door by a member of the class teaching team and have the opportunity to share any information.

Parents attend induction meetings within Nursery and Reception where they can ask any questions they may have or to share information. They attend ‘Stay and Play’ sessions within the Nursery.

Parents are invited into school on a regular basis to attend:

- Transition meetings
- Induction visits
- Stay and Play sessions
- Parents consultation meetings
- Christmas Performances
- Church services
- Parent workshops or information meetings e.g. Meet the Teacher, EYFS Curriculum, Year 1 phonic screening, SATs
- Termly Individual Provision Map (IPM) meetings with the SENDCo to discuss targets set and progress made towards targets
- Coffee Mornings with outside professionals. These sessions are held termly with a planned theme such as Eating, Sleeping, Managing Behaviour at home.

If parents have a concern about their child, they are welcome to discuss this at any time with their child’s class teacher. Parents can also request a meeting with the SENDCo if they wish to discuss their child’s needs further.

Parents of children on the SEND register meet the class teacher regularly to discuss and evaluate the targets and the progress towards them on their child’s Individual Provision Map (IPM).

For children who have been issued with an Education, Health and Care Plan (EHCP), parents also attend an Annual Review of the plan with the SENDCo and other professionals involved in the support for their child.

Parents are encouraged to visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk) to complete a questionnaire about the school.

### **HOW DO WE CONSULT WITH PUPILS WITH SEND AND INVOLVE THEM IN THEIR EDUCATION?**

We allow daily opportunities for our children to discuss their learning and where they may be experiencing difficulties. This allows clear assessment for learning and for teaching and learning opportunities to be modified in response to the children. It ensures children make rapid progress within every lesson. Children who are on the SEND register have the opportunity to comment on the targets set for them on their Individual Provision Map (IPM). This provides the children with a

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chance to help develop their own personalised learning programme, discussing strategies that work well for them. Their voice is captured on their Individual Provision Map (IPM) including their interests inside and outside of school. We are fully aware that children all learn in different ways and they know themselves best.

### **HOW DO WE ASSESS AND REVIEW PUPILS PROGRESS TOWARDS THEIR OUTCOMES?**

Teaching staff monitor and review the progress of all children within their class. Data is scrutinised by the SENDCo, Subject Leaders and Assistant Headteachers to ensure that interventions and provision is having a marked impact on learning.

For children on the SEND register, the class teacher and SENDCo review and evaluate IPMs every half term to ensure the targets are being met. If a referral to another professional for further support is necessary, these are completed by class teachers and discussed with the SENDCo and parents.

Termly, the link governor for SEND children works with the SENDCo to ensure policies are implemented and appropriate provision is in place for all children.

The Executive Headteacher, Pastoral Support, SENDCo and class teacher meet regularly with other professionals to ensure SEND provision is appropriate and effective.

At the end of the academic year class teachers pass on relevant information and IPMs to the new class teacher at planned transition meetings. This includes an individual chronology of each child on the SEND register detailing any professionals involved with the child and reports from them to support the child in school.

### **HOW DO WE SUPPORT PUPILS MOVING BETWEEN DIFFERENT PHASES OF EDUCATION?**

#### **Early Years Foundation Stage**

Children joining our school in the Early Years in either Nursery or Reception undertake a robust induction programme. The children and their families will all receive a home visit initially with either Nursery or Reception staff. Establishing home school links is important to promote positive learning and allows the first meeting to take place in a child’s own familiar environment. Nursery children will spend some sessions in Nursery where they will be joined by their parents prior to attending for their allocated sessions.

Reception children will spend a number of sessions with their new teacher in their new classroom and can be joined by their parents for part of this time. In September, they have an induction programme where they attend for some half day sessions and one full day within the first week. An induction meeting takes place for parents led by the Executive Headteacher and during the summer break children receive communication from school regarding their new class. They have access to an online presentation with photographs of their new teaching team, their classroom and areas of school to develop familiarity prior to beginning in September.

Where pupils have additional needs on entry to Nursery or to Reception, this process can last longer and may include many more visits to help build relationships with new adults. This would be in discussion with parents and other agencies as appropriate. Children with additional needs are supported as appropriate according to their specific needs to enable a successful transition to be achieved.



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#### **In Early Years and Key Stage One**

A transition programme is in place for children when they move classes each year within school. The following is in place:

- Teachers or the key adults meet to discuss the child’s learning, emotional well-being and any other information to ensure a smooth transition
- Children will visit their classroom, some children may make extra visits
- The teacher will begin to build relationships with the children on the playground and around school
- Friendships are taken into account when classes are organised
- Books and assessment information is passed onto the next class

There is also a strong transition programme in place for children who transfer to the junior school at the end of Year 2.

- Teachers meet to discuss the child’s learning, emotional well-being and any other information to ensure a smooth transition
- Children will visit their new school, some children may make extra visits
- The teacher will begin to build relationships by visiting the Year 2 classes to see the children working.
- Friendships are taken into account when classes are organised
- Books and assessment information is passed onto the next class
- The SENDCo and Headteachers meet to discuss provision.
- Transition meetings are held if children have specific needs or a disability.
- The SENDCo will attend the last annual review before the children transfer
- Some children may have a ‘passport’, this is a booklet about them and it helps the adults get to know the child and their needs.

#### **HOW DO WE SUPPORT PUPILS WITH SEND TO IMPROVE THEIR EMOTIONAL AND SOCIAL DEVELOPMENT?**

All our children are supported through our Personal, Social, Health and Economic Education programme (PSHEE) which we call ‘Keeping ourselves happy, healthy and safe’. Our school are also part of the ‘Future in Mind’ project which aims to develop the emotional health and wellbeing of all children and adults within the school community. Children who require additional support in these areas will also have access to social stories on a daily basis. Parents are signposted to access further advice if they feel it may benefit them to support their child in the home.

School have a learning support assistant who has accessed further training to become an Emotional Literacy Support Assistant (ELSA) which enables school to support children with social, emotional and mental health needs more fully. The key areas where an ELSA can offer further support to children are to develop social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem and counselling skills such as solution focus and friendship. School can offer this support to individual children where appropriate.

Every child is encouraged to share how they are feeling each day through the coloured ‘Zones of Regulation’. This allows teaching staff to monitor the children’s feelings and readiness to learn and to provide further support where appropriate. Each classroom has a designated ‘Regulation Station’ which children can access when they feel they need to. Within this calming area, there is a toolbox with items to support children to regulate their own emotions. Children are supported with

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this through co-regulation where necessary. The toolbox includes sensory toys, visual aids and breathing exercises.

School now has a member of staff who is a trained Mental Health Lead.

School has a linked Education Mental Health Practitioner who can support us to adopt and implement a Whole School Approach to mental health and wellbeing of all within the school setting including staff.

Advice and support can be accessed for individual children via our linked Education Mental Health Practitioner. They can deliver parent information sessions and parent-led CBT (Cognitive Behaviour Therapy) to help parents to support their child's mental health difficulties with evidence-based strategies.

They can deliver evidence-based 1:1 or group interventions with young people between the ages of 5 and 18 years, face to face or virtually, on the following:

- ▶ Anxiety – that include separation anxiety, social anxiety, generalised anxiety
- ▶ Phobia – some graded exposure intervention on low level phobias
- ▶ Worry Management
- ▶ Low Mood / Depression
- ▶ Emotional Regulation

The Education Mental Health Practitioner is part of the Bee U Service (formally CAMHS) which is an NHS service.

## **WHAT EXPERTISE AND TRAINING DO OUR STAFF HAVE TO SUPPORT PUPILS WITH SEND?**

### **Wrockwardine Wood Infant School & Nursery**

#### **SENDCo- Mrs Hayley McNamee**

- BA (Hons) Primary Education
- Post Graduate Certificate for Vulnerable Learners and Inclusion
- National Award for Special Educational Needs Co-ordination

### **Oakengates Nursery School**

#### **SENDCo- Mrs Hannah Firmstone**

- BA (Hons) Performing Arts
- Post Graduate Certificate in Education- Early Years
- Post Graduate Certificate in Special Educational Needs Co-ordination

The SENDCo attends monthly update meetings offered by the local education authority to keep abreast of changes to SEND provision and to network with other professionals.

The SENDCo attends regular SEND conferences provided to ensure our school is ready to adapt to new legislative changes by the government. All staff have a wealth of experience of working with children with differing needs whether they be specific learning needs or behavioural needs. Staff have attended a wide variety of courses to enhance the provision we can offer at school. Staff training is reviewed regularly and updated according to the needs of the children in school each year.

Staff have received training in the following areas:

- Child Protection and Safeguarding
- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)



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- Behaviour and Relationships
- Emotion Coaching
- Restorative Conversations
- First Aid
- Asthma management
- Emotional Health and Wellbeing – Future in Mind
- Precision teaching
- Attachment
- Restraint course (MAPPA update)
- Emotional Literacy Support Assistant training (ELSA)
- KS1 Talk boost
- Early Talk boost
- Picture Exchange Communication System (PECS)
- Literacy Pathway
- It's Time to Talk

### **HOW WILL WE SECURE SPECIALIST EXPERTISE?**

We work in partnership with outside agencies to support the individual needs of our children.

Other professionals we are involved with who support our SEND children are:

- Learning Support Advisory Teacher (LSAT)
- Occupational Therapy Service (OT)
- Speech and Language Team (SALT)
- Educational Psychology Service (EPS)
- Strengthening Families Early Help Team
- Speech and Language Therapy Inclusion Service (SALTIS)
- Sensory Inclusion Service (SIS) e.g. hearing impaired service, visually impaired service
- Fair Access Panel (FAP)
- Behaviour Support Team (BST)
- Bee U (Emotional Health and Wellbeing service 0-25)
- RELATEEN Counselling Service
- Family Support Workers
- Social Care Team
- Early bird Autism Team
- Health Visitors
- School Nursing Team
- Inclusive School Forum (ISF)
- Education Mental Health Practitioner
- Bridge Outreach Support

### **HOW WILL WE SECURE EQUIPMENT AND FACILITIES TO SUPPORT PUPILS WITH SEND?**

We take advice from all outside agencies we work with and purchase specialist equipment where necessary to meet the needs of our children.

Here is a list of specialist resources that we have available for children to access:

- Writing slopes
- Pencils and pencil grips
- Different types of scissors

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- Wobble cushions
- Gross and fine motor skills equipment
- Ipads
- Caring Cutlery
- Fiddle toys
- Sensory objects
- SEND teaching resources
- Weighted toys
- ICT programmes
- Regulation Stations and Toolbox kits
- Workstations
- Standing desk
- Inprint Symbol package for visuals

### **HOW DO WE INVOLVE OTHER ORGANISATIONS IN MEETING THE NEEDS OF PUPILS WITH SEND AND SUPPORTING THEIR FAMILIES?**

Further support for families can be accessed via the 'Early Help Assessment' (**EHA**) and 'Early Help Support Plan' (**EHSP**) process. Sometimes children are vulnerable, and a number of professionals will work together to support those children and their families. Regular meetings are held, and clearly focussed targets are set so the outcomes for children improve in an appropriate time frame.

### **HOW DO WE EVALUATE THE EFFECTIVENESS OF SEND PROVISION?**

The effectiveness of SEND provision is monitored through:

- Individual Provision map (IPM) reviews every half term
- Book scrutiny of children's work each term
- Working with children
- Discussions with children and parents
- Learning Walks
- Data capture each half term
- Progress made by the end of an intervention
- Review of adaptations being made in lessons
- Annual reviews of EHCPs
- Review of Individual Provision Plans for Inclusive School Forum

### **HOW DO WE HANDLE COMPLAINTS FROM PARENTS OF CHILDREN WITH SEND ABOUT PROVISION MADE AT SCHOOL?**

The process for all complaints is available for parents to see on the school website. Alternatively, parents can request a written copy.

### **WHO CAN CHILDREN AND PARENTS CONTACT IF THEY HAVE CONCERNS?**

- **Class teacher**
- **School SENDCo-** Mrs Hayley McNamee
- **Nursery SENDCo-** Mrs Hannah Firmstone
- **Executive Headteacher-** Mrs Jenny Gascoigne
- **Link Governor for SEND-** Mrs Liz Masi

See website for contact details.

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#### WHAT SUPPORT SERVICES ARE AVAILABLE TO PARENTS?

##### **Information, Advice and Support Service (IASS)**

Telford and Wrekin Information, Advice and Support Service (IASS) formerly known as Parent Partnership Service (PPS), provides free, confidential and impartial information, advice and support around Special Educational Needs and Disabilities, including health and social care. Support is offered from initial concerns about a possible SEN and disability, through to complex information and advice. Workshops, leaflets, support groups, training and other services are available, as well as 1 to 1 support. Children, young people, and parents / carers of children and young people aged 0 to 25 are supported.

Telephone: 01952 457176

<https://www.telfordsendiass.org.uk/>



##### **Parents Opening Doors (PODS)**

We empower parents and work together with agencies acting as parents' in shaping services relating to health, education, social care, early years, local authority bodies and government agencies, short breaks, respite care, voluntary organisations, universal services (e.g. libraries, sports centres), town park, leisure services.



voices

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

##### **Family Connect**

Provides support and advice for families

Telephone: 01952 385385



#### WHERE CAN THE LOCAL AUTHORITY LOCAL OFFER BE FOUND?

The SEND Local Offer provides information of the services and provision that are available in Telford and Wrekin to support children and their families.

<https://www.telfordsend.org.uk>

