



## **Wormley Primary School**

### **Special Educational Needs and Disability Information Report**

#### **1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

- Class teachers and LSAs with the support of parents, will identify if a child requires additional support.
- Observations, close monitoring and assessments will be carried out in the classroom to identify the area of need.
- Class teacher will work with the pupil and help them to express the areas of learning that they are finding challenging. Support, differentiation and intervention will be put into place within the classroom.
- The class teacher will request additional support from the SENCo when required.
- Following this the school SENCo and their team may carry out an observation or any specific assessments to identify how to support the child further.
- Parents should discuss any concerns that they have about their child with the class teacher initially.
- Parents can then contact the school SENCO team if they feel that further assessment/provision is required for their child.
- All pupils identified as having Special Education Need or Disability (SEND) will be added to the whole school provision plan.
- A graduated approach is used to form a four part cycle of assess, plan, do review (SEND, Code of Practice, Jan 2015).

#### **2. How will school staff support my child?**

- We offer differentiated learning opportunities
- Additional resources and equipment are available and purchased where necessary to meet your child's needs
- We run specific interventions/provision for children with a higher level of need
- Additional in class learning support is available
- We use advice from external agency e.g. speech and language therapy reports will be used to support provision and learning.

#### **3. How will I know how my child is doing?**

- You can arrange to meet class teacher/SENCO anytime
- Parent consultation meetings are held twice a year
- Additional termly meetings are offered to all children with an SEND need
- An annual Report will be sent out in the summer term
- Parents will receive copies of reports/assessments carried out
- Parents will be invited to consultations with external professionals
- Parents are required to have an active role in supporting their child's provision

**4. How will the learning and development provision be matched to my child's needs?**

- Differentiated learning tasks are planned by teachers for all children. This ensures that activities and learning is matched to all pupils' needs.
- Following assessments carried out, provision will be planned which may involve intervention for children to develop a specific area of learning.
- Interventions are reviewed regularly and are continued when there is maximum impact.
- External agency advice e.g. speech and language therapy reports will be used to support provision and learning.
- Provision is matched to every child's needs and ranges from differentiated work and support in the classroom to an individual one-to-one programme of work following advice and support from external professionals.

**5. What support will there be for my child's overall wellbeing?**

- Positive mental health and wellbeing is promoted throughout the whole school with additional support where needed
- We have a whole school social learning agenda.
- We are currently completing the Well-being award providing children with a range of enrichment days and resources/skills to enable them to identify and manage their own wellbeing and that of others.
- We have a calm room which all children can use when required for some time out.
- We also have safe pods around the school for children to use when needed.
- We have wellbeing ambassadors who champion wellbeing in assemblies and across the school
- All children complete the daily mile
- We have play therapy available to support children with extreme emotional and social needs. These are run by an external play therapist.
- Nurture groups and sessions are also available for children with the greatest pastoral need.
- Social skills groups are available for children throughout the school.
- Whole class and personalised behaviour/reward plans are in place where appropriate.

**6. What specialist services and expertise are available at or accessed by the school?**

- Outreach support is available from Middleton School
- External specialist teachers are available to support teachers, parents and pupils on request
- A play therapist visits once a week and works with children and families.
- We have an allocated amount of time offered from NHS Speech and Language Therapist and we also use an independent therapist for additional support
- Education Psychologist consultations are available on a limited basis
- HABS family support services are based at the school and work with number of families
- Andrews Lane pupil support base (PSB)

- Thorley Hill Base (SpLD)
- Step 2 Early Mental Health support
- Child and Adolescent Mental health Service (CAMHS)
- Specialist Advisory Service (SAS)
- School nurse
- We have LSAs trained to provide CBT, play sessions, protective behaviours and nurture support.
- We have inclusion LSAs who work in specialist roles and have expertise in working with pupils with S&L, SpLD and ASD.

**7. What training have the staff, supporting children and young people with SEND, had or are having?**

Staff are kept up to date with relevant training and many have specialist training.

Some of the staff training that has been undertaken include:

- Hertfordshire STEPs training- Therapeutic approach to behaviour
- Tier 1 AET Autism training
- Supporting pupils with speech and language difficulties – Talk boost, Elklan, Makaton training. We also use Wellcomm assessments to assess pupils understanding of age appropriate language.
- Supporting children with social, emotional, mental health needs (SEMH) – Nurture, well-being, mental health first aid, forest school training
- Supporting children with medical needs – First aid, paediatric first aid, Mental health first aid, AAI (Epipen), epilepsy training.
- Supporting children with working memory difficulties

All SENCo's have achieved their National SENCo award and attended regular training to keep updated with government legislations, policies and practice.

**8. How will you help me to support my child's learning?**

- Your child's class teacher and/or SENCo will give suggestions on how you can further support your child's developmental needs at home during review meetings.
- You can arrange to meet the class teacher/SENCo at any time to discuss how you can support your child further.
- Annual reports for all children will indicate targets which can be supported at home.
- We will also advise and signpost you to external professionals and Paediatricians where we see a need.

**9. How will I be involved in discussions about and planning for my child's education?**

- Class teachers will meet with you regularly to discuss what provision has been planned.
- Additional support or external agency involvement will require your permission and the school SENCo will contact you in relation to this.

- Opportunities are available for parents to meet with external professionals to discuss their child's specific needs.
- Children are also involved in all stages of target setting and reviewing of learning plans.

#### **10. How will my child be included in activities outside the classroom including school trips?**

- School trips are planned to be accessible to all pupils.
- Any reasonable adjustments will be put in place to allow every child to attend the school trips.
- All risks will be assessed by staff before school trips take place.

#### **11. How accessible is the school environment?**

- Our school is one level and ramps are in place where required.
- Sound field systems are used in classrooms and halls for children who have hearing impairments.
- Children are able to easily access resources within the classroom and the building is secure with sensor activated doors.

#### **12. Who can I contact for further information?**

- SENCo's
  - Mrs A Viall ([senco@wormleyprimary.co.uk](mailto:senco@wormleyprimary.co.uk))
  - Miss A Davies ([senco@wormleyprimary.co.uk](mailto:senco@wormleyprimary.co.uk))
  - Mrs L Gilpin ([senco@wormleyprimary.co.uk](mailto:senco@wormleyprimary.co.uk))
- Headteacher – Mrs T Gaiteri ([head@wormleyprimary.co.uk](mailto:head@wormleyprimary.co.uk))
- School contact telephone number: 01992 303 331
- SEN Governor – Mrs B Milward
- Special Education Needs Information and Support Services 01992 555 847
- Information on local authority: [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

#### **13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

- We liaise with current professional who may be involved with the child and obtain any relevant documentation.
- Handover/transition meetings may be arranged between settings.
- We contact previous/new school/secondary school upon request and provide new setting with all of the required information about a pupil.
- We are happy to help parents arrange additional visits to new settings including specialist and secondary settings.

#### **14. How are the school's resources allocated and matched to children's special educational needs?**

- Specific teaching aids and pupil resources are distributed for support to the relevant classrooms.
- Inclusion team will work with the children with the greatest needs.
- Children identified as having significant learning needs and who may need a

personalised curriculum may attend one of our three learning support classrooms for their morning lessons.

- Governors oversee budget allocation and how resources are distributed.

**15. How is the decision made about how much support my child will receive?**

- The class teacher and SENCo will liaise regularly to review the support needed.
- We will use formal and informal assessments of child
- We will use external agency reports and advice which show recommendations and give guidance on how much support is required.
- Your child's progress is tracked termly by class teachers, SENCo and SLT.
- Parents will be involved in the decision making process with relation to the support that their child requires.
- Inclusion team assistants will support the children with the greatest levels of need. This is reviewed regularly.
- Provisions will be reviewed regularly in order to identify when and where changes may be needed.

**16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

For more information about Hertfordshire local offer visit the website below:  
<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>