



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, identify if a child requires additional support.
- Observations, close monitoring and assessments are carried out in the classroom to identify the area of need.
- A class teacher works with a child and helps them to express the areas of learning that they are finding challenging. Support, differentiation and intervention is put into place within the classroom.
- A class teacher requests additional support from a SENCo through an internal referral form when required.
- Following this, a school SENCo and their team carry out an observation or specific assessments to identify how to support the child further.
- Parents can 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 children identified as having a Special Education Need or Disability (SEND) are added to the whole school provision map.
- 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?

- Staff are knowledgeable about a range of special educational needs and disabilities. Regular CPD keeps staff up to date.
- Staff offer differentiated learning opportunities so all children can access learning.
- Additional resources and equipment are available and purchased where necessary to meet a child's needs.
- Specific interventions/provision are planned for children with a higher level of need.
- Additional in class learning support is available.
- Advice from external agencies is applied e.g. speech and language therapy reports to support provision and learning.

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

- Parents can arrange to meet a class teacher/SENCO anytime to discuss their child.
- Parent consultation meetings are held twice a year to discuss progress.
- Additional termly meetings are offered to all children with SEND.
- An annual report is sent to parents in the summer term.
- Parents receive copies of reports/assessments carried out.
- Parents are 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 activities are planned by teachers for all children. This ensures that activities and learning is matched to all pupils' needs.
- Following assessment, provision is planned which may involve intervention for children to develop in a specific area of learning.
- Interventions are reviewed regularly and are continued when impact is effective.
- External agency advice is 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 well-being is promoted throughout the whole school with additional support where needed. This is through the 4 Well-being Agents.
- The school has a therapeutic approach to behaviour and learning.
- We have a whole school social learning agenda which focuses on making visible the social aspects of children's learning in order to maximize individual learning potential, accelerate progress and raise attainment. This is through the 7 Learning Agents.
- We have achieved the Wellbeing Award for Schools (WAS) which recognises a culture of valuing well-being.
- A sensory/calm room is available for children who need this provision.
- Safe pods are placed in the school for children to use when needed.
- Well-being Champs champion well-being in assemblies and across the school.
- Children take part in the daily mile.
- Play therapy is available to support children with severe emotional and social needs.
- Nurture is available for children with the greatest pastoral need.
- Social skills groups are available for children throughout the school.
- Personalised behaviour/reward plans are in place where appropriate.

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

- Specialist outreach support is available from Middleton Special School.
- Referrals, via a service request route, can be made for Specific Learning Difficulties (SpLD) advice, the Educational Psychologist service and Communication and Autism Specialists.
- A private Play Therapist visits weekly and works with children and families.
- There is limited support from NHS Speech and Language Therapist (SLT) and additional support from an independent therapist.
- Education Psychologist consultations are available.
- HABS Family Support Services are based at the school and work with a number of families in crisis.
- Hertfordshire Public Health Nursing Service provide a referral service for low level Social, Emotional, Mental Health (SEMH) concerns.
- Referrals, via a service request route, can be made to Step 2 Early Mental Health support and Child and Adolescent Mental health Service (CAMHS)
- LSAs are trained to provide play sessions and nurture support.
- Inclusion LSAs, who work in specialist roles, have expertise in working with pupils with speech language and communication needs, specific learning difficulties and Autism Spectrum Disorder.

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- a therapeutic approach to behaviour
- Tier 1 - 3 AET Autism training
- Supporting pupils with speech and language difficulties – Talk Boost, Elklan Communication Friendly School accreditation, Word Aware, 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 training, Well-being Award for Schools, Mental Health First Aid training, Forest School accreditation
- Supporting children with medical needs – First Aid, Paediatric First Aid, Mental Health First Aid, AAI (Epipen training), epilepsy training.
- Supporting children with working memory difficulties

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

- A child's class teacher and/or SENCo will give suggestions on how parents can further support a child's developmental needs at home.
- Parents can arrange to meet the class teacher/SENCo at any time to discuss how to support a child further.
- Annual reports for all children will targets which can be supported at home.
- Advice given in seeking external professional advice and support.

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

- Class teachers meet regularly with parents to discuss what provision has been planned.
- Additional support or external agency involvement requires parental permission. The school SENCo contacts parents 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 are put in place to allow every child to attend the school trips.
- All risks are 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 Feld 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?

- SENCOs
 - Mrs L Gilpin
 - Miss A Davies
 - Mrs A Viall

senco@wormleyprimary.co.uk
- Headteacher – Mrs T Gaiteri (head@wormleyprimary.co.uk)
- School contact telephone number: 01992 303 331
- SEN Governor – Mrs B Millward
- Special Education Needs Service 0300 123 4043
- Information on local authority: 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?

- Liaison takes place with current professionals who may be involved with a child, to obtain any relevant documentation.
- Handover/transition meetings are arranged between settings.
- Contact is made with previous schools and secondary school upon request. When a child transitions to a different setting, relevant information is passed on.
- SENCOs 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 staff 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 liaises regularly to review the support needed.
- Formal and informal assessments of child inform provision.
- Support is dependent upon external agency reports and advice/recommendations.
- A child's progress is tracked termly by class teachers, SENCos and SLT.
- Parents are involved in the decision making process in relation to the support that a child requires.
- Inclusion Team assistants support the children with the greatest levels of need. This is reviewed regularly.
- Provisions are 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:
<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local->