

## **Wormley Church of England Primary School Offer**

### **Special Educational Needs and Disabilities (SEND) Information Report**

*Our vision is that, from arrival at Wormley CofE Primary School, each child should grow in their awareness of themselves and others, moving forward in their learning journey and maximising their learning potential in school and beyond. Our intention is that they come to know that they are loved by God, and through him, all things are possible*

This report has been written with our vision in mind.

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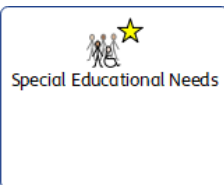
How is the decision made about how much support my child will receive?

Graduated Approach

Educational Health and Care Plan (EHCP)

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?

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



- Parents / carers can discuss any concerns that they have about their child's progress, attainment or wellbeing. This should be with their child's class teacher initially.
- Class Teachers, Teaching Assistants (TAs) and Learning Support Assistants (LSAs) in collaboration with parents / carers will identify if a child requires additional support with their learning.
- Class teachers will work closely with a pupil and identify any barriers to learning. This may include observations, close monitoring and assessments. Initially, adaptations, support and intervention will be put into place within the classroom.
- The class teacher will request additional support from the Special Educational Needs Co-ordinator (SENCo) when more advice is required.
- Following this the school's SENCo and their team may carry out an observation or a specific assessment to identify how to support the child further.
- All pupils identified as having a Special Education Need or Disability (SEND) will be added to the SEND support and provision map.
- A graduated approach is taken to form a four part cycle of assess, plan, do review (SEND, Code of Practice, Jan 2015) for each child.
- Parents can then contact the school SENCo if they feel that further assessment/provision is required for their child.

**Assessment of need**



We assess all children continuously. Children are assessed half termly to measure their progress and identify the next steps in their learning. Most children will have their special educational needs and disabilities met in our mainstream school through adaptations and effective classroom practice. This is referred to as High Quality Teaching or Ordinarily Available Provision. Teachers are able to identify whether a pupil requires additional help.

If your child has a Special Education Need or Disability, it is important for us to carry out additional assessments and observations to identify their strengths and areas of need. To do this, we will use a range of methods depending upon their needs.

When a child enters our school, their initial attainment is assessed to give us a 'baseline' from where they will progress. Depending upon their needs, other assessments may be required. These assessments may require another professional to carry out the assessment. These could include:

- Speech Therapy Assessments – which may focus on sound production, understanding of language, or other relevant assessments to your child's needs
- Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessments.
- Specific learning difficulties assessment (not including diagnostic assessment).



Identification



of need

### **Identifying, assessing and reviewing children with special educational needs**

Most children at Wormley CofE Primary School will have their special educational needs and/or disabilities met through ordinarily available provision within the classroom.

#### **Identification of Need**

- Class teachers, TAs and LSAs, in collaboration with parent /carers and children, identify if a child requires additional support and adaptations.
- Children are also identified as requiring support through assessments, internal tracking and termly Pupil Progress Meetings with the class teacher and the Senior Leadership Team (SLT).
- Observations, close monitoring and further assessments are carried out in the classroom to identify the area of need.
- The class teacher works closely with a child to identify what they are finding challenging and identify the barriers to learning.
- Support, adaptation and intervention is planned with the teacher, parents/carers and child and it is put into place within the classroom.
- A class teacher requests additional support from a SENCo through an internal referral form when more advice or specific assessment is required.
- Following this, a school SENCo and their team may carry out observations or specific assessments to identify how to further support the child.
- Parents/carers and children can discuss any concerns that they have with the class teacher initially.
- Parents/carers 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).

If you think that your child may have a special educational need you should first discuss this with your child's teacher. The school SENCo may be present for this discussion or may be involved at a later stage. You can contact the school SENCo via email:

[senco@wormleyprimary.co.uk](mailto:senco@wormleyprimary.co.uk)

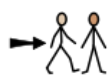
The SENCos teach in the mornings and may not pick up emails until later in the day.



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



Our



approach

### **Our approach to teaching children with SEND**

At Wormley CofE Primary School, our approach to teaching children with SEND is to focus on the individual needs of a child and to plan a collaborative approach to support their needs, ensuring access to the curriculum. We regularly review and adapt our provision as and when needed to ensure maximum progress.

All children follow the Early Years Foundation Stage/National Curriculum at a pace that suits them. We encourage independence at every stage of their learning. This is linked to our social learning agenda. More about this can be found on the Social Learning page of the website.

Wormley CofE Primary School makes its best endeavours to give all children the best support possible within a mainstream setting. We work closely with the child, parents/carers, staff and external professionals to ensure a collaborative and consistent approach.

We offer differentiated learning opportunities

- We run specific interventions and have adapted provision for children with a higher levels of need
- There is additional in class learning support available since we have a Teaching Assistant in each class and a number of Learning Support Assistants
- We use advice from external agencies e.g. speech and language therapy reports to support provision and adapt learning.
- Additional resources and equipment are available and purchased where necessary to meet a child's specific need.






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

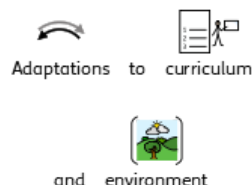


**You can contact the class teacher/SENCo and request to speak or meet with them**

- Learning Consultation meetings are held twice a year (Autumn and Spring terms)
- An Annual Report will be sent out in the Summer term
- Additional meetings are offered to all children with SEND
- Parents receive copies of reports/assessments carried out
- Parents are invited to consultations with external professionals
- If your child has a personalised learning plan (as below), the progress towards these targets will be shared with you half termly.
- Parents are required to have an active role in supporting their child's provision

Plan					
Area of Concern	Target	Desired outcome	Strategies & Provisions		
 Decoding <a href="#">edit</a>	To develop instant recognition of high frequency words. <a href="#">edit</a>	Achieved in 1 weeks. <a href="#">edit</a>	Flashcards, bingo, games, classroom posters, labels, sticky notes. <a href="#">edit</a>	Mrs Carole Jacobson <a href="#">remove</a> Mr Christopher Jones <a href="#">remove</a>	Select <a href="#">add</a>
 Listening <a href="#">edit</a>	Show that you are listening by giving the speaker your attention. <a href="#">edit</a>	Observed on 1 occasions. <a href="#">edit</a>	Seating plan, ensuring pupil has good view of speaker. <a href="#">edit</a>	Mr Clark Kent <a href="#">remove</a> Mrs Carole Jacobson <a href="#">remove</a>	Select <a href="#">add</a>
 Dyslexia <a href="#">edit</a>	Learn to spell high frequency words. <a href="#">edit</a>	Correct spelling of high frequency words. <a href="#">edit</a>	Flashcards, bingo, software. <a href="#">edit</a>	Mr George James <a href="#">remove</a> Ms Anne Little <a href="#">remove</a>	Select <a href="#">add</a>
<a href="#">add target from the library</a> <a href="#">add blank target</a> <a href="#">reorder</a>					

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



Adapted learning is planned by teachers for all children. This ensures that activities and learning is matched to all pupils' needs and strengths. Following assessments carried out, provision will be planned. This 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.

#### **Adaptations to curriculum and environment**

At Wormley CofE Primary School all children receive effective teaching and are able to access a broad and balanced curriculum.

We currently have children with a variety of needs in school and adapt our curriculum in the following ways:

Support for children with speech, language and communication needs:

- Early Talk



- TalkBoost



- Attention Autism

### Attention Autism Stages

- Stage 1: The Bucket
  - Focus attention.
- Stage 2: The Attention Builder
  - Sustain attention.
- Stage 3: The Attention Game
  - Shift attention (turn taking activities).
- Stage 4: The Table Activities
  - Transition.



- NELI



- WellComm

- Speech and Language programmes recommended by schools' independent Speech and Language Therapist (SALT)

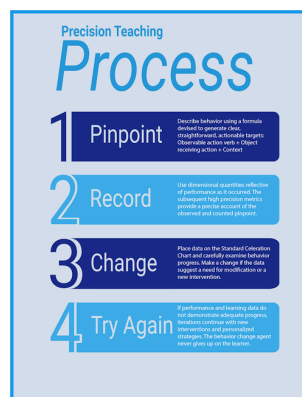
What the child understands	Yes / No	
1. Does the child know which day comes after Saturday?	Yes	No
2. Can the child understand the target sentence?	Yes	No
3. Can the child understand the emotion word 'anxious'?	Yes	No
4. Can the child understand the phrase 'get your skates on'?	Yes	No
5. Does the child know what happens next?	Yes	No
What the child uses	Yes / No	
6. Can the child tell you the days of the week in sequence?	Yes	No
7. Can the child repeat seven-word sentences correctly?	Yes	No
8. Can the child label the categories correctly?	Yes	No
9. Can the child understand and explain the phrase 'ants in your pants'?	Yes	No
10. Can the child use the future tense 'will'?	Yes	No

- Targets and recommendation from NHS Speech and Language Therapists (SALTs)

Support for children with cognition and learning needs:

- An inclusive and supportive curriculum
- A range of teaching and learning styles
- Adapted learning
- In-class individual or small group support
- Targeted support for children with Specific Learning Difficulties (SpLD)
- Recommendations from outside agencies e.g. Educational Psychology Service

- Precision teaching



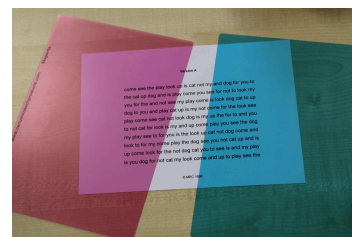
- Number Stacks Maths intervention



- SOS spelling



- Coloured books/paper - for those with visual stress



- A broad range of extra-curricular activities, including Boosters
- Closing the gap - pupil premium reading support
- Access to technology and interactive learning tools

Support for children with social, emotional and mental health difficulties:

- Forest school
- Drawing and talking
- Play therapy
- Nurture Garden
- Lunch time provision - Oak Tree
- ELSA
- Specialist group support from outside agencies STEP2 and CAMHS.  
(Child and Adult Mental Health Services)

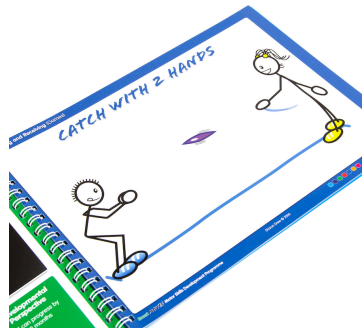


e.g.



Support for children with sensory and physical needs:

- Gross Motor Skills interventions- SMART moves and Occupational Therapy recommendations.



- Fine Motor Skills interventions

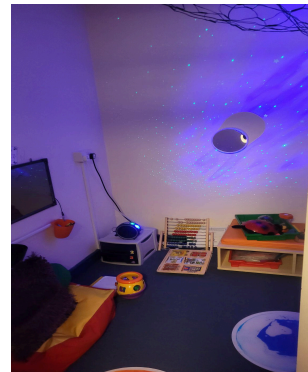




- Sensory circuit



- Sensory room and exploring



- Our school is one level and ramps are in place where required.

For further information please view or download our Accessibility Policy and Plan which can be found in the schools policy section of our website.

## 5. How we evaluate the effectiveness of SEN Provision



Positive impact



At Wormley CofE Primary School, we evaluate the effectiveness of SEND provision to ensure that pupils receive the best support to meet their needs as part of the graduated approach of Assess, Plan, Do, Review. We currently evaluate the effectiveness of our provision through regular reviews of the child's Learning Plans and our Provision Mapping.





### How do we ensure the provision has a positive impact for the children?

We continuously ensure the provision has a positive impact on the outcomes for all of our children in a variety of ways, including:

- Written reviews of the impact of the provision for each child on provision mapping
- Termly discussions and reviews of the child's Learning Plan with class teacher, SEND LSA, parent/carer and SENCo
- Ongoing discussions between SEND LSAs, teachers and SENCos

	<ul style="list-style-type: none"> <li>○ Pupil Progress meetings with the class teacher and the Senior Leadership Team</li> <li>○ Observations by teachers, SENCo and SLT team.</li> <li>○ Performance Management Plans and Reviews</li> <li>○ External audits / inspections e.g. Hertfordshire Improvement Partner</li> <li>○ Discussions/meetings with pupils and parents/carers</li> </ul>
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## 6. What support will there be for my child's overall wellbeing?

 <p>Wellbeing</p>	<p>Positive mental health and wellbeing is promoted and developed throughout the whole school, with additional support where needed.</p> <ul style="list-style-type: none"> <li>● We have a whole school Social Learning Agenda to enable children to grow in greater awareness of themselves and others and participate in their communities.</li> <li>● We have achieved the National Children's Bureau Wellbeing Award. We provide children with a range of enrichment days and resources/skills to enable them to identify and manage their own wellbeing and that of others.</li> <li>● We have a calm room which all children can use when required for some time out.</li> <li>● We have safe spaces around the school for children to use when needed.</li> <li>● We have wellbeing ambassadors - Wellbeing Champs who champion wellbeing in assemblies and across the school</li> <li>● We have play therapy available to support children with extreme emotional and social needs. These are run by an external play therapist.</li> <li>● Nurture groups and ELSA sessions are also available for children with the greatest pastoral need.</li> <li>● Social skills groups are available for children throughout the school.</li> <li>● Whole class and personalised rights and responsibility plans are in place where appropriate.</li> </ul> <div data-bbox="1120 672 1477 882">  <p>promoting emotional wellbeing and positive mental health</p> <p>in partnership with</p>  </div> 
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Emotional

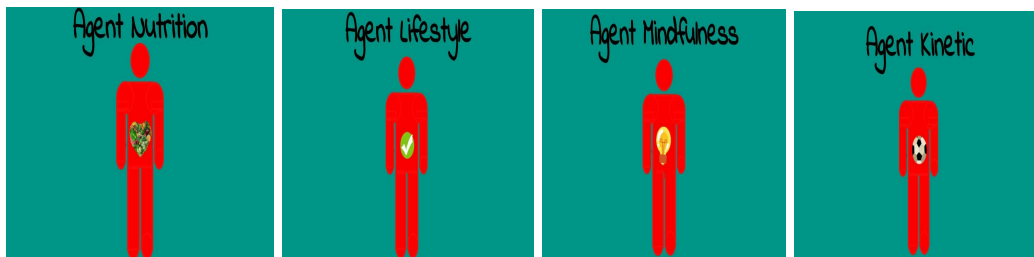


development

## Emotional Development

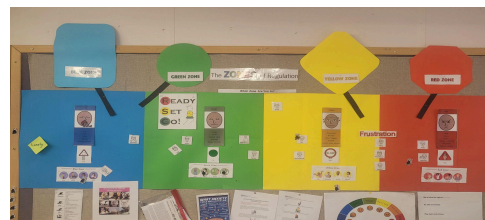
Wormley CofE Primary School proudly earned the Wellbeing Award for Schools (WAS). This acknowledges a culture of valuing well-being and supporting the mental health needs of the whole school. Positive mental health and wellbeing is promoted throughout the whole school with additional support where needed.

In collaboration with the children, we have developed and promoted 4 Wellbeing Agents (Agent Kinetic, Agent Nutrition, Agent Mindfulness and Agent Lifestyle).



We offer a range of provision to support children with differing emotional and social needs including;

- Nurture garden
- Oak Tree nurture lunch group
- Calm spaces
- Safe spaces
- Well-being Champs
- Daily mile
- Take 10 daily activity
- Play therapy
- ELSA
- Social skills groups
- Zones of regulation
- Wellbeing questionnaires



Wormley CofE Primary School is part of the Hertfordshire Mental Health Support Teams cluster. As a result the school has weekly support from mental health support practitioners (MHSP) who offer coaching to parents to enable them to support their children as well as group intervention for children. We also work closely with the Local Authority and private providers of additional services, such as Educational Psychologists, Occupational Therapy, CAMHS (Child and Adolescent Mental Health Service), school nursing service, Social Services and Medical Professionals to support the child's emotional needs.





Pastoral and



Social



Care

### **Pastoral and Social Care**

Our whole school social learning agenda focuses on making visible the social aspects of children's learning in order to maximise individual learning potential, accelerate progress and raise attainment. This is through the 7 Learning Agents (Agent Curious, Agent Considerate, Agent Creative, Agent Resilient, Agent Reflective, Agent Cooperative, Agent Strategy). Please see the Social Learning page of the website for more information on this.



### **Hertfordshire's Therapeutic Thinking Approach to Behaviour**

Wormley CofE Primary School is committed to a therapeutic approach to behaviour management. A member of the leadership team is trained as a tutor in this approach and the whole school is trained in Therapeutic Thinking / Hertfordshire STEPs approach. Please find more information on this approach in our [behaviour policy: Rights and Responsibilities](#).


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

<div data-bbox="191 247 246 300"></div> <div data-bbox="318 247 412 306"></div> <div data-bbox="159 323 423 363">Internal support</div> <div data-bbox="172 558 266 648"></div> <div data-bbox="318 575 412 634"></div> <div data-bbox="159 651 423 690">External support</div> <div data-bbox="159 1163 274 1264"></div> <div data-bbox="318 1163 418 1264"></div> <div data-bbox="159 1270 412 1310">SENCo team</div>	<p>We access a range of specialist services and expertise both internally and externally.</p> <p>Internal support:</p> <ul style="list-style-type: none"> <li>• The SENCos and the Inclusion Team who are highly educated and skilled in supporting staff, parents/carers and the pupils with a range of needs.</li> <li>• Independent SALT support</li> <li>• Independent child Play Therapist</li> </ul> <p>External support:</p> <ul style="list-style-type: none"> <li>• We are the lead school for Delivering Specialist Provision Locally (DSPL4). We run training for SENCos.</li> <li>• Outreach support is available from Middleton School - this support advises teachers on how to best support the needs of pupils with learning and communication difficulties.</li> <li>• SEND Specialist Advice and Support (SENDIASS) work throughout Hertfordshire to support children and young people (0-25) with special educational needs and disabilities, their families and schools or settings. is available:  <a href="https://thegrid.org.uk/send-and-additional-needs/special-educational-needs-and-disability/support-and-specialist-services/send-specialist-advice-and-support-send-sas">https://thegrid.org.uk/send-and-additional-needs/special-educational-needs-and-disability/support-and-specialist-services/send-specialist-advice-and-support-send-sas</a></li> <li>• Education Psychology advice and consultations</li> <li>• Step 2 Early Mental Health support</li> <li>• Child and Adolescent Mental health Service (CAMHS)</li> <li>• School nursing team</li> <li>• NHS Speech &amp; Language Therapy Service</li> </ul> <p><b>The SENCo Team</b></p> <p>We have three SENCos at Wormley CofE Primary: Mrs F. Drake, Mrs L. Hawkins and Mr Emmett. Between them they have knowledge, expertise and experience in a wide range of Special Educational needs and disabilities.</p>
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## 8. What training have the staff, supporting children and young people with SEND, had or are having?

 <p>SENCo team</p>	<p>Staff are kept up to date with relevant training and many have specialist training.</p> <p>Some of the staff training that has been undertaken include:</p> <ul style="list-style-type: none"> <li>• Hertfordshire Therapeutic Thinking training- Therapeutic approach to behaviour</li> <li>• Tier 1 AET Autism training</li> <li>• PECS training</li> <li>• 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.</li> <li>• Supporting children with social, emotional, mental health needs (SEMH) – Nurture, well-being, mental health first aid, forest school training, ELSA (Emotional Literacy Support)</li> <li>• Supporting children with medical needs – First aid, paediatric first aid, Mental health first aid, AAI (Epipen), epilepsy training, diabetes training .</li> <li>• Supporting children with working memory difficulties</li> </ul> <p>All SENCos are completing their National SENCo award and attend regular training to keep updated with government legislations, policies and practice.</p>
 <p>Training</p>	<p><b>What training do staff supporting children with SEND have?</b></p> <p>Staff are kept up to date with relevant professional development, including specialist and accredited training. Examples include:</p> <ul style="list-style-type: none"> <li>• Hertfordshire Therapeutic Thinking training- a therapeutic approach to behaviour</li> <li>• Autism training Tier 1 - 3 AET</li> <li>• 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)</li> <li>• Supporting children with social, emotional, mental health needs (SEMH) – Nurture training, Wellbeing Award for Schools, Mental Health First Aid training, Forest School accreditation</li> <li>• Supporting children with medical needs – First Aid, Paediatric First Aid, Mental Health First Aid, AAI (Epipen training), epilepsy training.</li> <li>• Precision teaching</li> <li>• Executive functioning and metacognition</li> <li>• Supporting children with working memory difficulties</li> <li>• Level 1 Safeguarding, including regular updates</li> </ul>

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

 <p>Support my</p> <p>childrens learning</p>	<ul style="list-style-type: none"> <li>• 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 / consultations and annual reports.</li> <li>• You can request a meeting with the class teacher/SENCo to discuss how you can support your child further.</li> <li>• Annual reports for all children will indicate targets which can be supported at home.</li> <li>• We will also advise and signpost you to external professionals and paediatricians where we see a need.</li> </ul>
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## 10. How will I be involved in discussions about and planning for my child's education?

 <p>Discussions</p> <p>Review of</p> <p>provision</p>	<ul style="list-style-type: none"> <li>• Class teachers will meet with you regularly to discuss what provision has been planned.</li> <li>• Additional support or external agency involvement will require your permission and the school SENCo will contact you in relation to this.</li> <li>• Opportunities are available for parents to meet with external professionals to discuss their child's specific needs.</li> <li>• Children are also involved in all stages of target setting and reviewing learning plans.</li> </ul> <p><b>Review of provision</b></p> <p>Provision is reviewed at least termly. Parents/carers and the pupils are an integral part of the review process and will work with the class teacher to review and adapt provisions and targets accordingly. All provisions and targets are reviewed regularly by the SENCo team. If some targets are not achieved they might be continued to the next learning plan and others that have been met might be removed. The success of the provision will also be discussed and decisions will be made about whether to continue with the same provision or to change it.</p> <p>Some children will need further learning plans set up to continue to support their needs and other children might no longer need them as their needs can now be met through ordinarily available provision.</p>
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## 11. How will my child be included in activities outside the classroom including school trips?



How children with SEN engage in all activities

*With God all things are possible (Matthew 19:26)*



**Have Faith, Take Responsibility, Show Respect and Achieve.**

Our mission is to provide a unique environment and curriculum in which all participants are welcomed, valued and enabled to flourish.

Wormley CofE Primary School is a fully inclusive school where we ensure that:

- all children with SEND are fully included in all school activities to promote the highest levels of achievement so all SEN pupils achieve their full potential.
- reasonable adaptations and adjustments are in place to allow all pupils to have access to the school curriculum and all school activities including wraparound care and educational visits.
- every child develops independence and resilience to be successful in all aspects of school life.
- the necessary risk assessments are in place.

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.

## 12. How accessible is the school environment?





**Accessible**

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.



### 13. Who can I contact for further information?

 <p><b>Key contacts</b></p>	<p><b>Key Contacts</b></p> <ul style="list-style-type: none"> <li>○ Mrs Faye Drake - Special Educational Needs Coordinator (SENCo) - 01992 30331 <a href="mailto:senco@wormleyprimary.co.uk">senco@wormleyprimary.co.uk</a></li> <li>○ Mrs Linzi Hawkins (SENCo) - 01992 30331 <a href="mailto:senco@wormleyprimary.co.uk">senco@wormleyprimary.co.uk</a></li> <li>○ Mrs T Gaiteri (Head Teacher) – 01992 30331 <a href="mailto:head@wormleyprimary.co.uk">head@wormleyprimary.co.uk</a></li> <li>○ Mrs D Basra-Phillips (SEND Governor) – (via) <a href="mailto:admin@wormleyprimary.co.uk">admin@wormleyprimary.co.uk</a></li> </ul> <p>If you would like to discuss your child’s SEN in more detail please contact the SENCo team to arrange an appointment.</p> <p>Further information on the range of local support available for children/ young people with SEND and their families within and outside of school can be found on Hertfordshire County Council Local Offer page.</p>  <p><a href="https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx">https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx</a></p>
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### 14. 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?

 <p><b>Transition</b></p>	<ul style="list-style-type: none"> <li>● We liaise with current professionals who may be involved with the child and obtain any relevant documentation.</li> <li>● Handover/transition meetings may be arranged between settings. · We contact the previous/new school/secondary school upon request and provide new setting with all of the required information about a pupil.</li> <li>● We are happy to help parents arrange additional visits to new settings including specialist and secondary settings.</li> </ul>
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## **SEN Transition**

*How does the school prepare for my child's transition to Wormley CofE Primary School?*

We work closely with local nursery schools and Pre-schools to ensure that relevant information is obtained during the transition process. For these children with SEND we may encourage further visits to assist with the acclimatisation of the new surroundings. We may also offer a staggered start to help them ease into life at Wormley Primary School.

Our SENCo team will work closely with the previous SENCo and may also visit your child in that setting. We will also speak to the parents and come up with a transition plan for their child.

*How do we support children/young people with SEN moving between classes in our school?*

At Wormley CofE Primary, we implement a range of measures to ensure a seamless, smooth transition for all our pupils as they continue their journey throughout our school. These are often personalised to meet the individual needs of the child. Some examples of the support we offer are shown below:

- Transition booklets for home and school
- Extra visits to the classroom
- Extra sessions in the new class
- Meetings between SENCo, past teacher, parents/carers and new teacher
- Teacher observation
- Meeting with external professionals where relevant
- Additional teacher training where required.



*How will the school prepare my child for the transition to Secondary school or specialist provision?*

Children with SEND are given an extensive level of support before they leave for their new school. We work closely with parents/carers, children, teachers and the new Special Educational Needs Co-ordinator (SENCo) to ensure as smooth a transition as possible to their new setting.

Our SENCo team supports the parents with arranging visits to secondary and/or specialist provisions. We also offer to accompany them to view the schools and settings where possible. When children are preparing to leave us for secondary school or specialist provision, we arrange additional visits where necessary. This ensures that bridges are built between schools, key information shared between staff and the child is given the opportunity to settle into a new routine with the support of a familiar adult. We also request planners, maps of the school and timetables in advance where needed to help your child make the transition to their new setting as confidently as they can. Wormley staff have a planned schedule to both monitor, adapt and discuss all points of children's transition across the Year.

	<p>If your child has complex needs and has an Education Health and Care Plan (EHCP), then a review will be used as a transition meeting. During this meeting, we will invite staff from both schools to attend and any other relevant professionals and an agreed plan for transition will be clearly set out as part of the review process.</p> <p>Whenever your child leaves Wormley School our SENCo team will ensure that all SEND information is passed onto the next school and also speak to the new SENCo to ensure that they are fully aware of any additional needs your child may have.</p> <p>If you would like to discuss your SEND requirements in detail please contact the SENCo team by email on <a href="mailto:senco@wormleyprimary.co.uk">senco@wormleyprimary.co.uk</a> to arrange an appointment.</p>
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#### 15. How are the school's resources allocated and matched to children's special educational needs?

 <h2>Resources</h2>	<ul style="list-style-type: none"> <li>• Specific teaching aids and pupil resources are distributed for support to the relevant classrooms.</li> <li>• The Inclusion Team will work with the children with the greatest needs.</li> <li>• Children identified as having significant learning needs and who may need a personalised curriculum may attend one of our two learning support classrooms for their morning lessons.</li> </ul>  <ul style="list-style-type: none"> <li>• Governors oversee budget allocation and how resources are distributed.</li> </ul>
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#### 16. How is the decision made about how much support my child will receive?

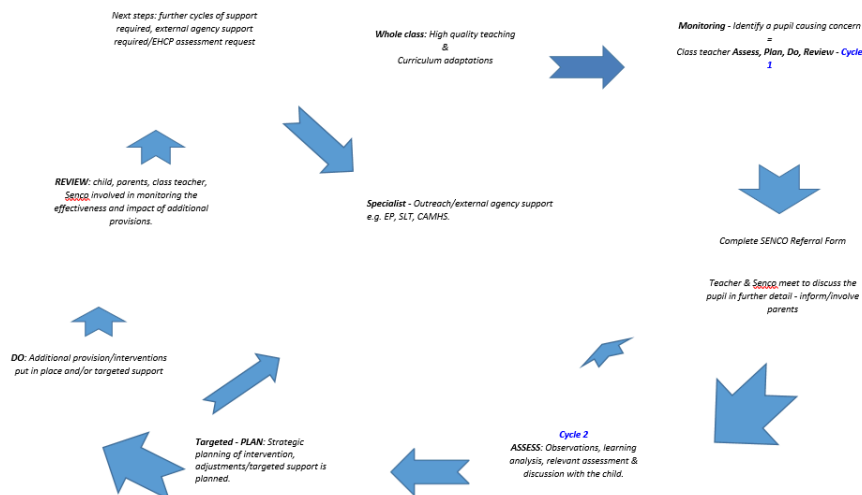
	<ul style="list-style-type: none"> <li>• The class teacher and SENCo liaise regularly to review the support needed.</li> <li>• We use formal and informal assessments of a child</li> <li>• We use external agency reports and advice which show recommendations and give guidance on how much support is required.</li> <li>• A child's progress is tracked termly by class teachers, SENCo and SLT. Parents/carers are involved in the decision making process in relation to the support that their child requires.</li> <li>• Inclusion Team Assistants will support the children with the greatest levels of need. This is reviewed regularly.</li> <li>• Provisions will be reviewed regularly in order to identify when and where changes may be needed.</li> </ul>
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## Graduated Approach

Where a pupil is identified as having a special educational need we follow a cyclical graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.



This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

As part of this approach every child identified as having a SEN will be added to our school provision system - Provision Map. Specific provisions or specific targeted support will then be provided to support and meet their needs. Details that outline the child's identified needs, provision/targets required to support and meet those needs and clear outcomes are identified.


Children and parents/carers views are an integral part of this process and meetings with class teachers will be offered termly to review targeted provision. A small percentage of children with SEND may need to apply for an Education, Health and Care Plan (EHCP) assessment if support beyond these school systems is required.

## Educational Health and Care Plan (EHCP)

A small percentage of children with SEN may need to apply for an Education, Health and Care Plan (EHCP) assessment if support beyond these school systems is required. The SENCo team will meet with the parents if this is needed and

	will support them through the process. For more detailed information see the Local Offer
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**17. 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?**

 <p><b>Information</b></p>	<p>Hertfordshire Local Offer:</p> <p><a href="https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx">https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx</a></p> <p>SEND Specialist Advice and Support (SEND SAS):</p> <p><a href="https://thegrid.org.uk/send-and-additional-needs/special-educational-needs-and-disability/support-and-specialist-services/send-specialist-advice-and-support-send-sas">https://thegrid.org.uk/send-and-additional-needs/special-educational-needs-and-disability/support-and-specialist-services/send-specialist-advice-and-support-send-sas</a></p> <p>School nursing:</p> <p><a href="https://www.hct.nhs.uk/our-services/school-nursing/">https://www.hct.nhs.uk/our-services/school-nursing/</a></p> <p>Children's Speech and Language Therapy:</p> <p><a href="https://www.hct.nhs.uk/our-services/childrens-speech-and-language-therapy/">https://www.hct.nhs.uk/our-services/childrens-speech-and-language-therapy/</a></p> <p>Healthy Young Minds in Herts:</p> <p><a href="https://www.healthyyoungmindsinherts.org.uk/parents-and-carers/what-do-if-you%E2%80%99re-worried/when-look-for-professional-help/what-help-there">https://www.healthyyoungmindsinherts.org.uk/parents-and-carers/what-do-if-you%E2%80%99re-worried/when-look-for-professional-help/what-help-there</a></p>
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