

SEND at Nunnery Wood Primary School

Assess, Plan, Do, Review.

All children are entitled to a primary school education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition to the next stage of their education. To do so, some children require special educational provision additional to that generally made for all children.

At NWPS we follow the Assess, Plan, Do, Review cycle to ensure that a child who is not working at ARE or above makes the best progress that they can. This cycle usually takes place over a term.

What is SEND?

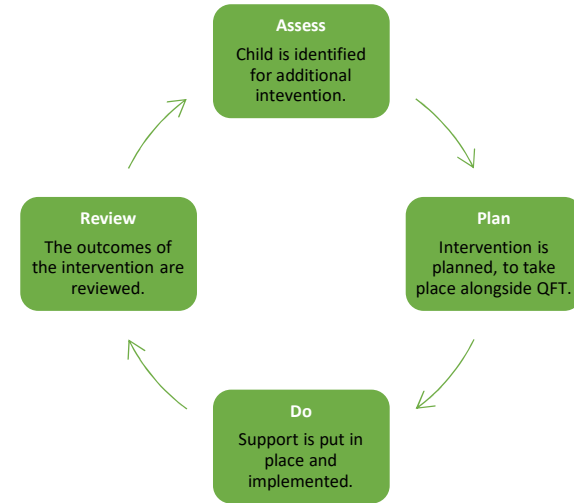
Special Educational Needs and Disabilities describes children who have a learning need/difficulty and/or a disability which means that they need specialist support for them to access our curriculum.

What can I do if I am concerned about my Child's progress?

First, talk to your child's class teacher. You can then work together to put some strategies in place to support your child in class (Wave 1 support). The class teacher will also make sure that the SENCO (Miss Anderson) is aware of your concerns. Once the support has been in place for at least half a term you can review your child's progress with their class teacher. If this support is working then this will be continued.

If the initial intervention has not helped your child's progress then the class teacher, supported by the SENCO, will put more targeted support in place, usually including focused interventions such as Rapid Reading, Precision Teaching etc. This is known as Wave 2 and will continue to go through the cycle of Assess, Plan, Do, Review. This may result in your child being added to the SEND register. If your child is added to the SEND register they will usually have an Individual Provision Map (IPM) written for them termly.

If this targeted intervention does not help your child to progress the SENCO will become more involved and outside agencies may be involved to determine a diagnosis. This is Wave 3 support.



Individual Provision Maps

Individual provision maps (IPMs) are written for children who have been identified as having SEND and are on the SEND Register. Specific targets for you child to work on are set at the beginning of each term and the targets are reviewed at the end of the term. A paper copy of these IPMs are shared with you and your child termly.

Educational, Health and Care Plan

An education, health and care plan (EHCP) is for children who need more support than is available through special educational needs support. EHCPs identify educational, health and social needs and set out the additional support to meet those needs. Children with EHCPs will sometimes be best supported by a specialist provision school.

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Once an EHCP is put in place it stays with your child until they are 25 to ensure that they receive the support that they need as they move into adulthood. These are reviewed yearly.

The process of applying for an EHCP is currently taking up to a year and requires the involvement of outside agencies. As a school we also have to evidence all of the support that we have put in place at Wave 1 and Wave 2, through at least two cycles of Assess, Plan, Do, Review.

The Four Areas of Need:

When your child is identified as having SEND their area of need will fall within one or more of these areas.

Communication and interaction

Speech, language and communication needs (SLCN)

Children with SLCN have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them, or they do not understand social rules of communication.

Autism spectrum difficulties (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

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD). Children with severe learning difficulties (SLD) are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Children with profound and multiple learning difficulties (PMLD) are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This

encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional, and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other disorders may include attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Clear processes are needed to support such children, including how to manage the effect of any disruptive behaviour so that it does not adversely affect other children.

Sensory and/or physical needs

Some children need special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require ongoing additional support and equipment to access all the opportunities available to their peers.

Waves of intervention at NWPS

Wave 1 intervention is through quality first teaching, which is fully inclusive and takes into account the learning needs of all the students in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

Wave 2 intervention is when a child has specific, additional and time-limited interventions provided because they need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs. Students on a Wave 2 intervention may be placed on the SEND register as 'SEN Support'.



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Wave 3 intervention is when a child is recognised as having a specific need which needs additional support from outside agencies or very specific interventions. Children are placed on the SEND Register as 'SEN Support' and may be identified as requiring an Education, Health and Care Plan (EHCP) if the support needed is long term.

Specialists who may be involved with your child:

Educational Psychologist

Speech and Language Therapist

School Nurse

Chadsgrove Support Services

Perryfields Behaviour Outreach Team

Complex Communication Needs Team

Community Paediatrics

Umbrella Pathway

If you have any concerns about your child or questions that you would like answered by the SENCO email this address:

sendchildrenmatter@nunnerywoodprimary.worcs.sch.uk