



**Nunnery Wood Primary School**

**Special Educational Needs and Disabilities (SEND)**

**Information Report**

**&**

**School Offer of Provision**

This information was updated by the SEND Co-ordinator (SENDCo) in July 2024.

There is a link to the local authority's Local Offer in Worcestershire Schools on our school website, and it can also be accessed via [www.worcestershirelocaloffer.org.uk](http://www.worcestershirelocaloffer.org.uk)

The school SEND policy is also available on the school website, and a hard copy of this, too, can be provided on request.

The named school contacts for SEND are:

Miss Polly Anderson – SENDCo  
Mrs. Lindsey Salisbury – SEND manager

SEND Governors Committee Members: Mrs B O'Sullivan and Mrs R Higgins  
(Head Teacher)

At our school a balanced approach is taken to helping children whilst encouraging and supporting them to establish independence, resilience and confidence.

**Levels of support for children with SEND:**

In school, special educational needs are met using three levels of support or intervention, described as “waves of support” within the Worcestershire Local Offer. These waves support access to the curriculum as follows:

**Wave 1** describes quality inclusive teaching that takes into account the learning needs of all of the children in the classroom. It includes providing work or activities that are matched or adapted and providing an inclusive learning environment.

**Wave 2** describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. These are often targeted at a group of children with similar needs.

**Wave 3** describes targeted provision for a minority of children where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

**Types of provision that may be made in school to support children:**

The types of provision listed below, under the heading of each of the four areas of special educational need and disability, are not exhaustive, and not all would be put in place for any individual child. Other forms of provision not listed below could also be identified.

<p>Communication and interaction:</p> <p>Speech, Language and Communication Needs (SLCN)</p> <p>Autistic Spectrum Disorders (ASD)</p>	<ul style="list-style-type: none"> <li>• Visual teaching aids to support learning and/or social activities.</li> <li>• Pre-teaching of vocabulary and language prior to lessons, followed by frequent reinforcement of new learning.</li> <li>• Language Link group work based on outcomes of assessment.</li> <li>• Arrangements for group and paired work.</li> <li>• Peer support systems, including the use of Learning Partners and Peer Tutors.</li> <li>• Targeted questioning and allowing appropriate time for responses.</li> <li>• Access to ICT software to access learning.</li> <li>• Access to advice or direct support from staff trained in supporting children with speech, language and communication needs (SLCN).</li> <li>• Small group or one to one programmes in order to achieve speech and language targets identified by therapists.</li> </ul>
<p>Cognition and Learning:</p> <p>This includes:</p> <p>Moderate Learning Difficulties (MLD)</p> <p>Severe Learning Difficulties (SLD)</p> <p>Specific Learning Difficulties (SPLD)</p> <p>Dyslexia</p> <p>Dyspraxia</p> <p>Dyscalculia</p>	<ul style="list-style-type: none"> <li>• Adaptation and/or match to learning needs to ensure the development of literacy, numeracy, expressive language and communication.</li> <li>• Effective use of ICT equipment to support learning.</li> <li>• Use of coloured overlays / coloured backgrounds to reduce visual stress.</li> <li>• Use of practical equipment to develop and reinforce understanding.</li> <li>• Repetitive precision teaching focused on specific areas of need as well as other appropriate provision/intervention work.</li> </ul>
<p>Social, emotional and mental health difficulties:</p>	<ul style="list-style-type: none"> <li>• Whole school promotion of curricular opportunities for the development of social and emotional skills.</li> </ul>

This includes ADHD	<ul style="list-style-type: none"> <li>• Pastoral Support Plans to meet complex individual needs.</li> <li>• Identification and use of accessible spaces for children to reduce tension and anxiety and promote self-regulation.</li> <li>• Identification of adult and peer mentors.</li> <li>• Referral to Early Help and/or health professionals.</li> <li>• Use of Team Teach techniques to effectively support and manage behaviour.</li> <li>• Mindfulness and well-being activities used across the whole school</li> <li>• Nurture provision to support self-esteem and emotional needs.</li> </ul>
Sensory and/or physical needs:	<ul style="list-style-type: none"> <li>• Accessible school / classroom environments, including out of hours activities and school visits.</li> <li>• Regular review of school accessibility and disability plans.</li> <li>• Adjustments to usual classroom practices, materials and equipment.</li> <li>• Appropriate use of fonts and enlargement of text.</li> <li>• Favourable seating and lighting arrangements.</li> <li>• Use of appropriate technology / software / equipment provided for the child.</li> <li>• Assessment and review by appropriately qualified professionals.</li> <li>• Use of equipment e.g. pencil grips, seating cushions and table wedges.</li> </ul>

**How we know or identify that children have special educational needs (SEN):**

- Concerns may be raised by parents or carers; teachers; the school's special educational needs / disabilities co-ordinator (SENDCo); external professionals; other educational settings (e.g. pre-school); or by children themselves.
- Through tracking of attainment and rates of progress in comparison with other children of the same age, through termly Cause for Concern meetings and Promoting Pupil Progress meetings.
- Through assessment and observation, including of actual or potential social, emotional and mental health difficulties.
- With reference to descriptors that indicate SEN in one or more of the following four broad areas: communication and interaction (which includes speech and language difficulties); cognition and learning; social, emotional and mental health difficulties; and sensory and/or physical needs.
- Although separate from SEND, we also seek to meet the needs of children with medical conditions.

## **Parents:**

<p><b>What parents can do if they are concerned that their child has a special educational need:</b></p> <ul style="list-style-type: none"><li>• Make contact with the class teacher and discuss their concerns.</li><li>• Ask to talk to the SENCo or the SEND manager.</li></ul>	<p><b>Our first steps if a special educational need is identified are:</b></p> <ul style="list-style-type: none"><li>• Discussions between parents / carers / family members, the child and class teachers.</li><li>• Observation of the child, and assessment of learning needs in order to identify their next steps of learning.</li><li>• The advice of the SENCo or SEND manager will be sought.</li><li>• Setting up an Individual SEND Profile and/or a plan, which is called an Individual Provision Map. This lays out specific targets to work towards over a short period of time (e.g. four weeks).</li><li>• Deciding on the provision that will help the child to meet the targets.</li><li>• Seeking advice from professionals working outside the school, if appropriate at this stage.</li></ul>
<p><b><u>How we will involve parents / families in planning support for their child:</u></b></p> <ul style="list-style-type: none"><li>• We recognise that family members know their child best, and that they have a huge impact on the progress that a child can make.</li><li>• In an early discussion between class teacher and parents / family members, options that may support and help the child to make progress, both at home and in school, will be considered.</li><li>• From this, the Individual SEND Profile or Individual Provision Map will be drawn up and will include the ways in which the parent / carer can help their child.</li><li>• Progress against targets will be reviewed regularly, with parents meeting with class teachers at least once every term, so that what is working well can continue and alternatives tried when action is not having the intended impact.</li><li>• Parents will often be able to suggest ways in which school staff may be able to help them and their child.</li><li>• Class teachers and / or the SENCo or SEND manager may be able to suggest practical ways in which parents can help their child at home, and may be able to secure additional help for parents and families, where desired.</li><li>• We believe that a child's education is a partnership between parents and teachers, so we pledge to do our best to have good, regular communication between teachers and parents of children with SEND.</li></ul>	<p>Alongside reviewing the IPM on a termly basis, there is an opportunity to ask the SENCo any questions or queries at informal drop ins.</p> <p><b><u>Additional Support:</u></b> Independent, impartial and expert advice is available from the local authority's Special Educational Needs and Disabilities Information and Advice Support Service (SENDIASS). They can be contacted through the local authority local offer website, or as follows:</p> <p><a href="https://www.worcestershire.gov.uk/sendiaass">https://www.worcestershire.gov.uk/sendiaass</a></p>

In addition, for children with a high level of complex special educational needs:

- We continue to offer children access to the full breadth of the curriculum, which may be adapted to enable them to access and learn from it.
- The SENDCo and class teacher will act on the advice of professionals external to the school who have a specialism in the relevant areas of SEND.
- Targets, and the support provided to enable the child to achieve them, will be identified and reviewed at least annually as part of the Education Health and Care Plan, where relevant.

**Our School Staff:**

<p><b><u>School Staff:</u></b></p> <p>All staff work together to ensure that every child has the best provision possible. Class teachers ensure that activities are matched carefully to meet the child's needs as well as ensuring there is an appropriate amount of challenge too. The Class teacher is responsible for deploying the Learning Support Assistants to work across the classroom groups.</p>	<p><b><u>Deployment of Learning Support Assistants:</u></b></p> <p>Assistants carry out specific provisions to help meet certain targets, eg Rapid Reading and daily Precision Teaching. The provisions are carefully monitored by the class teacher and the progress is shared with senior leaders at the Promoting Pupil Progress meetings. The provisions are also detailed on the child's Individual Provision Map (IPM) which are shared at review meetings. The SENDCo will work with pupils to complete assessments or observations, or help to model new strategies.</p>
<p><b><u>Staff experience, expertise and training in relation to SEND:</u></b></p> <p>The <b>SENDCo</b> is a fully qualified teacher with many years experience.</p> <p>The <b>SEND manager</b> is highly experienced in carrying out speech and language programmes and oversees this aspect of provision. She has also undertaken extensive training in many aspects and areas of need over many years.</p> <p>The <b>SEND manager has</b> been trained and are experienced in mentoring and supporting children with high levels of anxiety and stress-related behaviours.</p> <p>All <b>EYFS staff</b> have been trained in the Language link receptive language assessment programme and delivering intervention programmes to meet the needs of children identified.</p>	<p>The <b>SENDCo, SEND Manager and several members of the support staff team</b> have attended training and have experience in supporting children with autism.</p> <p>CPD workshops are held to share knowledge and use of provisions e.g. Language Link, Rapid Reading and Precision Teaching.</p> <p>Most staff undergo training in the use of Team Teach techniques to ensure effective behaviour management.</p> <p>Regular training courses are identified for staff to meet the current needs of our pupils. Staff are very enthusiastic to receive the opportunities for training to further enhance their skills.</p>

**How we allocate budget spending to make provision for children with SEND:**

The proportion of the school budget allocated to making provision for SEND is identified each year, and is used for many purposes, including:

- Meet additional staffing costs, including that of the SEND manager, learning support assistant support in classes and additional support teaching assistants working with specific children.
- Secure specialist advice from Chadsgrove Outreach Team for Learning Support assessments and Perryfields PRU Behaviour Support Teams;
- Secure Educational Psychology support and advice;
- Secure advice in relation to identified pupils from local special schools;

- Provide training and professional development for the SENDCo, SEND manager, teachers and learning support assistants;
- Provide resources and necessary equipment to support the child's needs.

**The arrangements we make for transition for children with SEND:**

We seek to make effective arrangements for transition between different points of education for all children, and consider these particularly carefully for children with SEND, bearing in mind their needs, as outlined below.

<p><b>On entry to the school,</b> whether a child is joining us in one of our reception classes or in another year group, teachers and/or the SENDCo or SEND manager liaises with the relevant pre-school setting or school, as well as with parents or other family members. Children are always invited to visit the school and spend some time here, prior to admission. Children in the Early Years have a week of part time attendance before an appropriate attendance option is decided in liaison with parents and the advice and guidance other relevant professional where appropriate. Children are able to continue with part time attendance and build up to full time attendance in a way that best meets their needs.</p>	<p><b>Transition between classes</b> within the school is also carefully planned. New class teachers make informal contact with children they will teach over the course of the year, for example in clubs, on the playground, or by visiting their current classes. "New Class Days" then take place at the end of the summer term, when teachers and teaching assistants continue to build relationships with children who will join their classes. Prior to the New Class Days, each child's current teacher meets the new teacher and, where necessary, the SEND manager or SENDCo, to ensure that he or she has all relevant information. Parents are invited to meet the new teacher during the end of year Open Evening. Transition books are provided for the children who need.</p>	<p><b>Transition to High School</b> is carefully planned and prepared for all children identified with SEND. This includes liaison between the SEN manager and High School staff, a series of transition visits, and the passing on of records and assessment information. Where there are significant concerns that transition to High School may be difficult for any child, we also put in place a transition programme to help to prepare them for this and to maximise the support networks provided from their peer group.</p>
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