Special Educational Needs and Disabilities Information Report (SEND)

Nunnery Wood Primary School

Nunnery Wood Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having 'special educational needs or disabilities' have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

1. What are Special Educational Needs and Disabilities?

A child has Special Educational Needs if they are in need of provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

This means that the child either:

- has significantly greater difficulty in learning than the majority of children of the same age
  or
- has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Nunnery Wood is an inclusive school, which supports children within the four areas of Special Educational Needs outlined in the Code of Practice:

Area of Need	Definition	Examples
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Specific learning difficulties (SpLD), such as Dyslexia, Dyscalculia, Dyspraxia.
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication	Speech & Language and Communication Needs (SLCN), Developmental Language Disorder (DLD), Autism Spectrum Condition (ASC)
Social, Emotional and Mental Health Difficulties	Children and young people may experience a wide range of social, emotional and mental health difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging or disturbing behaviour.	Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder (AD)
Sensory and Physical Needs	Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational	Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)

	facilities generally provided. Many children and young people with will require specialist support and/or equipment to access their learning	

2. How do we identify Special Educational Needs in pupils?

There are systems and processes in place, which allow us to identify children who may require additional support. Children may be identified for the following reasons:

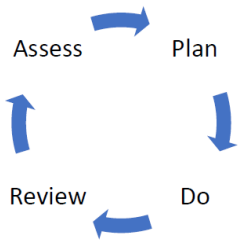
- They are performing below age related expectations
- They are not making expected progress
- Concerns have been raised by parents/carers of the child
- Concerns have been raised by staff
- Liaison with external agencies
- Due to a health diagnosis
- We are alerted to possible social, emotional or mental health issues

At this point children will be monitored by the class teach alongside the SENCO. The SENCO will work alongside class teachers to identify the barriers to the child's learning and support in the planning and implementation of intervention specifically targeted at overcoming those barriers. The outcome of this intervention is closely monitored and after two cycles of 'Assess, Plan, Do, Review' if insufficient progress has not been made the child will be moved onto the Special Educational Needs Register.

3. What happens once a child is placed on the Special Educational Needs and Disabilities Register?

When a child is placed on the Special Educational Needs and Disabilities (SEND) Register the SENCO and the class teacher will work alongside Parents to create an Individual Provision Map (IPM). This IPM will determine the short-term aims for the child in the form of personal targets, and outline the additional provision required to support the child.

The progress of children with an IPM is monitored in accordance with the SEND Code of Practice (2014) and follows the four-step cycle set out in the Worcestershire Graduated Response.



Assess: The class teacher and SENCO analyse the pupil's needs and identify next steps for learning.
Plan: The class teacher and SENCO set short-term targets and identify the support to be put in place. At this stage, parents/carers are invited to school to discuss the plan.
Do: The class teacher remains responsible for working with the child on a daily basis. Some children may also receive additional interventions outside the main curriculum.
Review: The class teacher and SENCO review the effectiveness of the support and the cycle starts again.

All IPM's are subject to review using the above model on at least a termly basis, however all class teachers are responsible for monitoring the progress of all children in their care including those with SEND and adjusting IPM targets as and when required.

5. How are children with SEND supported at Nunnery Wood Primary School?

We believe that all children, including those with Special Educational Needs and Disabilities, should have access to an effective 'Quality First' teaching approach. Our teachers have high expectations, taking into account the different learning styles and needs of all the children in their class. They adapt the curriculum appropriately, using a range of formats, including simplified language, visual aids, symbols, assistive technology, and alternative communication methods where required. Teaching staff adapt their communication styles and check pupils' understanding regularly to ensure key messages are understood and continually monitor the progress children make in order to plan next steps for learning.

When children need provision that is additional to or different from the 'Quality First' teaching approach, additional interventions (see list below) are provided in order to accelerate progress and support children in achieving age-related expectations. These may be small group or individual time limited interventions that are usually delivered by a teaching assistant or occasionally an adult from an outside agency. This type of support is available to all children not just those with Special Educational Needs and Disabilities.

In the event a child requires more specialist input instead of, or in addition to, Quality First Teaching and targeted intervention work then further support is often sought from external agencies (see full list below). Specialist professionals from external agencies may help by assessing children and offering specific targets and resources to support school in supporting children. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and targeted intervention.

6. What intervention is available at Nunnery Wood Primary School?

Please note: This is not an exhaustive list and not all Interventions are appropriate for all age groups.

Cognition and Learning • Daily access to small group teaching for English and Maths. • Individualised teaching programmes in short daily sessions. • Additional opportunities to read on a 1:1 basis • Phonics interventions. • Precision Teaching to meet personalised targets • Access to pre and post teaching support for vocabulary, whole class reading, spelling and maths.	**Communication and Interaction** • Language intervention programmes e.g. Language Link, Word Aware, Black Sheep Press and Language for Thinking. • Reading for meaning. • Use of social stories where appropriate. • Social skills groups.
Social, Emotional and Mental Health Difficulties • Low stimulus work areas • Access to a quiet space • Pastoral Support Plans • WEST EMHP • Mentor Link • Talk time with staff	**Sensory and Physical difficulties** • Access to specialist equipment and resources. • Fully accessible school building. • Medical Care Plans • Trained staff to support medical needs

7. What Specialist Support is available at Nunnery Wood Primary School?

Nunnery Wood Primary School aims to work in partnership with other agencies to provide effective support based on the individual needs of the child.

Such Services include:

- Educational Psychologist
- Behaviour Support Team
- Complex Communication Difficulties Team (Autism)
- Learning Support Team
- The Hearing/Visually Impaired Team

- Speech and Language Therapy
- Disability Outreach Service
- School Health Nurse
- Occupational Therapy
- Physiotherapy
- WEST EMHP

Please note: this is not an exhaustive list and not all support services are appropriate for all age groups.

8. How do we involve pupils and parents?

Class teachers are available to meet with parent/carers three times each academic year to update them on the progress their child has made with their short-term targets. In addition to this class, teachers are regularly available to discuss updates and concerns at the request of the parents/carers.

Parents/Carers have the opportunity to meet with the SENCO twice each academic year at Parents Evening. In addition to this, the SENCO is available to meet with parents face to face or over the phone at the request of parents/carers and can be contacted through the school office.

If a child is identified as needing more specialist support from an external agency, parents/carers will be contacted by the SEND team prior to an assessment from external agency professionals. Please note: external agencies will not be able to work with a child without the written consent of the parents/carers. After a child has been assessed, all information gathered from external professionals will be discussed with parents/carers and/or a written report will be shared.

9. What are the accessibility arrangements at Nunnery Wood Primary School?

- All areas of the school are fully accessible to children with physical disabilities.
- All equipment used is accessible to all children regardless of their needs.
- Before and after-school provision is accessible to all children including those with SEND.
- Extra-curricular activities, including residential trips are accessible for children with SEND. It may be necessary to make an individual risk assessment for some children for some activities. If this is necessary, we will discuss this with parents/carers

For more information, please refer to our Accessibility Policy.

10. How do 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, teaching assistant support in classes and additional teaching assistants working with specific children.
- Secure specialist advice from Chadsgrove Outreach Team for Learning Support assessments, Perryfields PRU Behaviour Support Teams, Educational Psychologist
- Secure advice in relation to identified pupils from local special schools.
- Provide training and professional development for the all staff.
- Provide resources and necessary equipment to support needs of the children.

11. How do we support transition?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

If a child is moving child to another school:
- We will contact the school SENDCo and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:
- Information will be passed on to the new class teacher in a handover meeting during the latter part of the summer term.
- All children have the opportunity to visit their new classrooms and teachers on two occasions in the last week of term. Additional visits will be organised if it is deemed necessary.
- Parents/carers have the opportunity to meet the new class teacher in the last week of the term.

In Year 6:
- meetings are arranged so that the class teacher can discuss the specific needs of your child with the SENDCo of their secondary school.
- where possible your child will visit their new school with a small group of children and a familiar adult. They will have opportunities to tour the school, meet key staff and take photographs if necessary. This will be in addition to the transition visits available for all children.

11. What do I do if I think my child has a Special Educational Need?
If you have concerns about your child's progress, you should speak to your child's class teacher. If necessary, they will arrange a meeting with the SENCO to discuss next steps. Alternatively, the SENCO can be contacted through the school office.

16. What can families do if they are unhappy with SEND support?
Families are encouraged to raise concerns early with the class teacher and then the SENCO so that the matter can be understood and resolved promptly. If it remains unresolved, parents or carers may use Quest Learning Trust's published complaints procedure. Complaints about SEN support are handled through that procedure and the applicable academy requirements. Making a complaint will not disadvantage a pupil, and reasonable adjustments will be considered for the complaints process.

Disputes about local-authority EHC decisions follow separate statutory routes, which may include disagreement resolution, mediation and appeal to the First-tier Tribunal (Special Educational Needs and Disability). Disability-discrimination claims against a school may also be made to the Tribunal within the applicable time limit. Worcestershire SENDIASS can provide impartial support.

More information can be found at:

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 - Statutory Guidance related to Children and Young People with Special Educational Needs and Disabilities.

http://www.worcestershire.gov.uk/sendlocaloffer - The Worcestershire Local Offer (Guidance on provision all schools across the local authority provide for children with special educational needs and disabilities.)

SEND Information Report Revised: October 2026
Headteacher: Mrs Rachel Higgins
SENDCo: Miss Polly Anderson
SEND Governor: Mr Chris Husband