

SEN Information Report – Wolborough CE Nursery and Primary School 2024-2025

Wolborough CE Nursery and Primary School

Wolborough is an average sized mainstream nursery and primary school with 201 children currently on roll. There are currently 42 children on our Special Educational Needs and Disability (SEND) register with 7 of these having an Educational Health and Care Plan.

What type of special educational need do children at Wolborough have?

Wolborough is an inclusive school where we have high expectations for all our pupils and are committed to offering a positive learning environment and the opportunities for children to succeed and reach their full potential regardless of their need or ability.

We currently have a high number of children who have difficulties with Communication and Interaction and Cognition and Learning. We also support many children who have Social, Emotional and Mental Health difficulties and a small number with Sensory and/ or Physical needs.

The needs of our children are primarily identified when they join us in the Foundation Unit (Nursery and Reception) However, for some children the need does not become evident until they are further up the school. Here, concerns are raised by the class teacher and discussed with the Special Educational Needs and Disabilities Coordinator (SENDCO) and parents where a decision is made about whether the needs of the child can be met through Ordinarily Available Inclusive Provision (OAIP), a differentiated curriculum in class or if they need to be on the SEND register. Parents are also encouraged to raise any concerns they may have about the progress their child is making. They can do this either via their child's class teacher or the SENDCO

How does the school know if children/ young people need extra help?

A range of information is considered when deciding if a child/ young person requires additional support in school. This process is overseen by the SENDCO and draws on the views of many different people including the child, the parent, the class teacher and other adults working with the child and, where necessary, outside agencies.

The process may start from one or more of the following:

- Concerns raised by a parent
- Concerns raised by a class teacher or other adult working in the school
- Observations of the child in class or around the school
- A lack of progress made by the child
- Reports from outside agencies.

We will then use a range of assessments to identify the specific area of need. These include:

- Termly teacher assessments
- Baseline nursery and reception data
- Phonic screening in year 1 and 2
- Key Stage 1 SAT data
- Infant and Junior speech and language link assessments
- Educational psychologist assessment
- Dyslexia Screening Tests

- Speech and language therapist assessments
- Devon Graduated Response Document

The school works alongside a range of outside agencies. Children are referred to these services by the SENDCO. Depending on the service, they will then most likely come into school to work with a child, meet with parents and school staff and give an agreed set of recommendations. These are then followed by staff and the progress is evaluated against the desired outcomes for the child.

The outside agencies we work with are:

- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- SEMH Team
- Communication and Interaction Team
- Visual Impairment Team
- Specialist teacher for children with Dyslexia
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Mental Health Support Team (MHST)
- School Nursing Team
- Early Help
- Children and Family Health Devon

If a parent is concerned about the progress their child is making they should talk to the class teacher in the first instance. If they would still like to discuss their concerns further, they can make an appointment to see the SENDCO by contacting the school office.

How will the school and parents know how their child doing and how will you help me to support my child's learning?

How does the school evaluate its provision for children with SEND?

At Wolborough and throughout the academy, we follow a graduated response for our children where their needs are assessed and the support is then planned, delivered and reviewed.

Any concern a teacher has about the progress a child is making is brought to the attention of the SENDCO through termly meetings between them and the teacher. This is also discussed with the parents of these children and a joint decision is made as to whether the child needs to be on the SEND register. If further investigation is required, then the graduated response document will be used.

Provision made for children with SEND is written on the class provision maps or an individual Relational Support Plan, which are regularly reviewed and updated. These are monitored by the SENDCO.

Any parent is able to check on their child's progress at any time throughout the school year by speaking to the class teacher or by arranging to see the SENDCO. There are 2 parents' evenings throughout the school year and a report is sent out at the end of the year.

If a child's need is more complex, a multiagency approach is needed and the school will start the Team Around the Family (TAF) process. Parents will be fully involved from the start of this process. Desired outcomes will be agreed and recorded on Right for Children and progress towards these will be reviewed through TAF meetings.

Those children with an Education, Health and Care Plan (EHCP) will have their progress reviewed through a statutory annual review meeting each year. In these meetings, the previous year's targets

are reviewed and targets are made for the coming year. During the year 5 review meetings, transition to secondary school is discussed.

The full governing body monitor the progress made by the children and challenge the SLT in areas they feel necessary. In addition to this, the SENDCO attends relevant meetings to keep governors up to date with the SEND provision in the school and the progress made by children with SEND.

How will the school support a child with SEND?

At Wolborough, the key to all we do is relationships. Relationships are vital for all children in school and it is through these relationships that children feel safe, develop their feelings of belonging and develop an understanding of themselves and the world around them. The relational approach is a universal approach to teaching and learning as well as a targeted approach for those children who are most in need. As part of our Relational Policy, we follow a restorative approach to any issues within school. We feel it is important that our children leave us with an understanding of how their behaviour impacts on others.

We believe quality first teaching is the key to progress made by all children. The quality first teaching for children with additional needs is supported by a personalised curriculum to meet their individual needs. This may come in the form of a small group or 1:1 intervention to work on specific targets, or focussed pre teaching and consolidation of concepts being covered in class. Alternatively, this may be additional support in class to help them access the curriculum which will be differentiated where necessary. This in class support is rarely on a 1:1 basis as we believe it is important for all children to work alongside their peers and in turn help them to develop the social skills needed for life.

The social and emotional needs of our children are of paramount importance to us as, without a secure foundation, children will be unable to focus and learn in school. Throughout the week, identified children are taken out for Smile groups. These are children who have been identified through a questionnaire completed by the class teacher.

We work closely with an Educational Psychology service, Devon advisory teachers and other outside agencies to meet the individual needs of the children. The advice and recommendations they make are accommodated through adjustments to the curriculum and daily routine of the school. Where a child has Sensory or Physical needs the advice of specialist teachers or Occupational Therapists is sort and, where necessary, alterations are made to the school building or classroom environment.

We have a significant number of children with difficulties with Communication and Interaction. We have a highly skilled Learning Support Assistants (LSA) who take children for individual sessions on some afternoons to work on targets set by the speech and language therapist.

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

The decision on how much support each child receives is the responsibility of the SENDCO in consultation with the Head teacher and the rest of SLT. The needs of the children in each class are looked at and adult support is appropriately allocated to each class. This is flexible and may change throughout the year as the needs of the children change. Class teachers are responsible for the direction of the LSA in their class and, in consultation with the SENDCO, the children who require intervention groups.

It is the responsibility of the SENDCO to decide who receives speech and language and further interventions

The year 6 teacher in conjunction with SLTm is responsible for deciding who could be entitled to extra time or a reader during SATs and will apply for this accordingly.

Where children receive additional funding, parents and pupils will be consulted on their views on how the extra funding would best be used to meet the needs of their child.

How will children be included in activities outside the classroom?

All children at Wolborough have access to the same experiences both inside and outside of the classroom. Children with SEND may require additional support in order to access an activity but we do not let this become a barrier to them.

Throughout the school year children are able to:

- attend after school clubs
- take part in school performances
- visit the local secondary schools for workshops across all curriculum areas
- go on school trips, including residential trips in Year 6
- go swimming in KS2
- watch performances from different theatre groups
- go to church at Harvest, Easter, Christmas and the end of the school year
- take part in the leavers activities in year 6

In addition to this, children with SEND have been invited to take part in PE events organised especially for children with SEND.

In order to ensure all children's health and safety, risk assessments have to be completed for off-site visits and any individual needs will be written on here. Parents will be consulted on any activity in which their child may require extra support and, alongside staff, a plan will be created for what this support will be. Parents are always welcome to accompany us on school trips if it is felt this would be beneficial to the child.

Across the school all children (including those with SEND) have the opportunity to become school councillors, RE councillors, play leaders and school ambassadors (year6)

What support is there for a child's overall wellbeing?

The wellbeing of our children is of utmost importance to our school. If a child does not feel happy and safe, they will not be able to learn. The relationship between staff and the children has been commented on by adults who have visited our school, and children feel supported and listened to if they have a problem.

Smile activities happen in each class to help develop the children's social and emotional wellbeing. We have a pastoral lead who works with individual children or in small groups.

Externally we have access to the Mental Health Support Team (MHST) who regularly work with children, staff and parents. As well as this, we use the Forest School facilities and programs led by the Inclusion Hub.

We believe that children communicate how they are feeling through their behaviour and it is our responsibility to work out what they are telling us. To help us, Relational Support Plans and Co-regulation plans are completed where necessary and these help children to have a positive experience at school and avoid the risk of exclusion. These are written by class teachers in consultation with the SENDCO and are shared with all staff. Where necessary, advice is taken from the behaviour support team and parents are part of this process. Any incidents that happen at school are always shared with parents. They are informed of how this is dealt with and together a plan is made of how the school will move forward in addressing the issues.

The school work closely with the Educational Welfare Officer (EWO) to address any issues of poor attendance

Any children who require medicine prescribed by the doctor are given this by the school administrator. The medicine is given to her at the beginning of the day and parents complete an administration of medicine in school form. The medicine is then kept in a secure place and returned to parents at the end of the day. Children with more complex medical needs have an individual health care plan.

Children with SEND who need additional personal care have an intimate care plan which is written with full parental involvement

The school actively looks for ways to gain the views of all pupils, through class votes, suggestions for activities and ways for raising money. Children are also encouraged to be proactive with sharing any ideas of things they would like to implement in school. All children, including those with SEND, have the opportunity to become school councillors, RE councillors, play leaders and school ambassadors (year6)

Who supports the children with SEND at Wolborough?

All staff at Wolborough support children with SEND but the following may be particularly involved in supporting these children:

Special Educational Needs Coordinator (SENDCO) – Sam Curtis

Pastoral Coordinator – Michelle Gibbons

Speech and Language Therapist – Zoe Davies

Advisory teacher from Behaviour Support – Matt Jones

Communication and Interaction Team – Rob Good, Kevin Jones, Lucy Bomford

Advisory teacher for children with Dyslexia – Ann Atherton

Sam Curtis is available most mornings for parents to come and discuss any questions or concerns they might have regarding their child's education. He is also available to meet parents at other times and this will need to be arranged by appointment with the school office. You can contact the office on 01626 202050. Alternatively, Sam can be contacted via email on samuel.curtis@thelink.academy

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

What training have the staff supporting children with SEND had?

Sam Curtis is a qualified teacher and he is currently completing the National Award for SEN Coordination.

The staff at Wolborough are skilled at meeting the needs of children with a wide range of SEND and receive regular training to extend and update their knowledge. Areas for training are identified at the beginning of each academic year and this is accessed either through a whole school input or by relevant staff attending the training.

In addition to this:

- Members of staff have had Attachment Based Mentor training.
- We have a trained Mental Health first aider.
- We also have access to a Strategic Lead and Communication and Interaction Practitioner who has attended the Devon Enhanced Autism Programme.
- Members of the Leadership Team have attended the Devon Enhanced Language Programme

Teachers and Learning support assistants have received training on:

- Supporting children with Autism
- Supporting children with Dyslexia
- Supporting children with Dyscalculia
- Supporting children with Sensory difficulties
- Precision teaching
- Draw and talk
- Emotional literacy
- Mindfulness
- Lego therapy
- Pre-teaching
- Supporting children who have experienced bereavement
- Project X (which is a reading intervention for children in Key Stage 2)
- Passive Intervention and Prevention Strategies
- Relational Practice

Where children start at the school with a need that has not been supported before, advice is sort from the appropriate advisory teacher and training is given as necessary.

How is the school equipped to meet the needs of children with SEND?

Security and safety of the children is ensured through a secure key access on the main doors. The school is wheelchair accessible with disabled toilets and changing facilities. The computer suite can be accessed with the use of a lift.

When a child starts the school with a specific physical, visual or auditory difficulty an audit of the environment is completed and improvements are made as necessary.

The school has a range of resources to support the learning of children with SEND and these are accessed by request of the teacher or through recommendations from outside agencies. Any resources that are needed that the school does not have are purchased from the allocated budget. Any resources purchased for a specific child using additional funding are done so in consultation with any outside agencies involved and parents.

How are parents involved in the school?

As a school, we recognise that it is parents who know their children best. We therefore recognise the importance of listening to and understanding parents thoughts regarding the provision made for their child. All parents are invited to attend parents evening twice a year to discuss their child's progress and receive a school report at the end of the year. Parents of children with SEND are invited to meet with teachers and, where necessary, other agencies involved with their child at least one additional time to this per year.

Parents are encouraged to approach class teachers whenever they have a concern regarding their child at school. This can be done informally at the beginning or end of the day or by making an appointment at the school office. There is also the opportunity to meet with the SENDCO or the leadership team by

appointment at the school office or via email. If a parent would like to meet with the Head teacher, this can be done by making an appointment at the school office.

When a child enters our school in nursery or reception, a member of the foundation team will complete a home visit to meet both the child and their parents. As the child moves into a new year group parents are invited to a meeting at the school led by the new class teacher. This is an opportunity to learn more about the routines and expectations in the new class but also ask any questions they may have.

Throughout the school year, parents are invited to collective worship, events and performances at the school.

How are children consulted at our school?

For a child to achieve their full potential they need to feel happy and safe at school. For this to happen it is important we listen to their ideas and concerns regarding the provisions for their learning. Throughout the daily interactions all adults in the school have with the children, they are giving opportunities for children to share their views and feelings. Any concerns raised by a child are taken seriously and followed up until the child is happy. We also encourage children to be proactive in sharing their ideas of how they would like things to be at school. In class, children have pupil conferencing time with an adult. This gives them opportunity to talk to their teacher or another adult they work with, about their learning and the progress they are making.

For children with SEND the provision for their learning is often additional to and different from that of their peers. It is therefore imperative that the child's views are gained. We also recognise that for many of these children it is hard for them to share their views and provision is put in place to support this. The way a child's view is gained is dependent on the child. The views are kept by the SENDCO and shared with relevant staff. Before EHCP Reviews or TAF meetings, the child's views are gained and these are shared at the meeting. If it is considered appropriate, the child may be invited to the meeting to share their views. We also ensure that the child receives feedback about the meeting and any decisions that are made.

What should a parent do if they are unhappy with the support their child is receiving at school?

At Wolborough, we are committed to working with parents to provide the best education for their children. There are times when parents may feel they are not happy with the provision being made and we encourage parents to tell us this as early as possible to enable us to work together to reach a conclusion everyone is happy with.

Parents should approach their child's class teacher in the first instance to discuss their worries or concerns. If they still have concerns, they should then approach the SENDCO in the morning drop in or by making an appointment at the school office. Parents can also approach the Head teacher Tracy Hoare by making an appointment at the office. If they still feel concerned, they should contact the Governor responsible for SEND by letter.

Devon Information Advice and Support (DIAS) www.devonias.org.uk can advise parents on how to proceed if they feel their concerns are not being adequately addressed by the school or Local Authority.

How does the school support the children through transition to different phases of education?

We recognise that any transition to a new class or phase of education can be daunting for some children, often children with SEND. We therefore have a rigorous transition process in place to support these children and parents are involved with this process. We have identified the transition from reception to year 1, year 2 to year 3 and year 6 to secondary school as being particularly tricky with the changes that are involved for the children.

As part of the transition process, all children spend time with their new teacher at the end of the summer term. This means they have the chance to meet the adults in their new class and learn rules and routines of the class before the 6 week break. This eliminates much of the anxiety that children might feel around the transition period. In addition to this, for children we feel would benefit, we make transition books explaining who their new teacher will be and what their new classroom will be like. These are taken home so the children can refer to them over the summer holiday. Where a child has multi-agency support, a TAF meeting will be arranged to discuss transition with parents and outside agencies and a transition plan will be arranged during this meeting. We also follow transition into the following year and offer children support at the beginning of the year in their new class.

When a child moves to secondary school, the SENDCO and year 6 teacher meet with staff from their chosen secondary school and discuss each child: their strengths and any additional support they might need. Again, at this meeting a transition plan will be made for any children identified as needing additional support. This is then discussed with parent and changes made as necessary.

How can I get more information about SEND in Devon?

The support provided by Devon Local Authority for children with SEND can be found at www.devon.gov.uk/send

Devon Information Advice and Support (DIAS) www.devonias.org.uk provide general advice and support on many aspects of education of children with SEND.

The SENDCO can also direct parents to other organisations and services that can provide additional support for SEND.

N.B. IN the above document the term "parents" is taken as covering those adults with parental responsibility for the child including guardians and carers