



Weyford Nursery and Primary Academy Information Report for Special Educational Needs provision

Weyford Nursery and Primary Academy has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We believe that all children should make good or better progress and that all teachers are inclusive teachers who support the needs of every child, including those with Special Educational Needs and Disabilities (SEND). We have high expectations of all our children and put support in place at the earliest possible stage where needed. All children with SEND are overseen and managed by the Senior Leadership team (SLT) in school and is co-ordinated by the Special Educational Needs Coordinator (SENDCo). The Senior Leadership Team evaluate all special needs provision on a regular basis throughout the year and report to the school governing body on how individual needs are being met, and on how special needs funding is being spent. The Senior Lead for Inclusion also meets with the designated SEND Governor to update on SEND within the school. The school complies with section sixty-nine of the Children and Families Act 2014 and provides support for pupils across the four areas of need as laid out in the SEND Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

All children are treated as individuals and the class teacher(s), alongside other support staff, plan an appropriately adapted curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resource. Clear targets are put in place and reviewed at least termly. Key assessments are made to ensure children are on track to meet their targets and that planning accurately addresses need at the point of learning. Progress and Learning Support Plans (children's individual SEND target record) are regularly reviewed and evaluated to inform next steps.

The schools policies (policy section on our website) reflect our commitment to inclusion, safety and well-being of all children.

What do I do if I think my child or young person may have special educational needs?

Partnership plays a key role in enabling children with special educational needs to achieve their full potential. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Ensure your concerns are heard as soon as possible. Depending on the needs of your child, this could be school, GP or health visitor. If you believe your child's needs to be educational then the first contact at school should be with the child's class teacher. Teachers can be contacted by emailing the school office or by telephoning the school.

The teacher will discuss this with the Senior Lead for Inclusion who will provide the teacher with any support and guidance. School will then take the appropriate course of action. This could be:

- monitoring of progress over a short period of time by the class teacher



- inclusion in an intervention group to address specific needs, e.g. a maths booster group
- targets to address specific learning outcomes/behaviours
- a referral to an external agency, such as the speech and language therapist.

What does Weyford Nursery and Primary Academy do to identify SEND needs?

As a school, we complete assessments to support the identification of SEND. These include:

- DEST and Dyslexia Gold (dyslexia screening)
- Visual stress assessment
- Working memory rating screening
- BOXALL
- Sandwell maths assessment
- Solent Therapy Assessment (for Speech and Language, Occupational therapy, motor skills and self-care)
- SNAP SpLD and Maths
- SNAP IV forms
- Language Link
- Speech Link

In addition to the SEND assessments, we use data from phonics assessments and pupil progress meetings. This is alongside working with Hampshire SEND teams and private therapists, as applicable to child need.

How will Weyford Nursery and Primary Academy support my child's learning?

The best way in which we can support children with SEND is through quality first teaching. Class teachers plan an appropriately adapted curriculum to ensure that all needs are met. If more specific support is required, then targets outlining specific support or resources that they need to achieve. All adults working with the child (teacher, Senior Lead for Inclusion, TA, parent and any therapists, as applicable) contribute to the Learning Support plan alongside the child. They are monitored first and foremost by the class teacher but also by the Senior Lead for Inclusion and reviewed with the child and parent. SEND parent meetings, in addition to parents evening, are available on a termly basis for parents/carers to meet with the teacher and/or Senior Lead for Inclusion to discuss progress against targets set and next steps on the child's Learning Support Plans. It is through these meetings and discussions with the teacher and/or Senior Lead for Inclusion that the impact of the targets are monitored. Assessment data is also analysed at least termly to ensure that all children across school are making appropriate progress. Specific interventions may be put in place to support pupils, depending on their specific needs. These may include:

- Active listening for active learning
- SEMH support
- Speech and language support
- SNAP Maths



- Precision Teaching
- Sensory/movement breaks
- Gross and fine motor support

Children who are working significantly below their age-related expectations will be assessed using pre key-stage assessments - this is an assessment tool to inform target setting for pupils of all ages whose performance is outside national expectations.

Our approach to supporting children with additional needs:

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, with work that is suitably challenging. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children, including those with SEND, individually or as part of a group. Teachers are responsible and accountable for the learning (progress and attainment) and development of all the pupils in their class.

A child on the SEND register will have a Learning Support Plan (LSP). This helps teachers to maintain a child-centred approach. It ensures all staff are taking into account:

- What the student wants the teacher to be aware of
- What the student finds difficult
- What the student would find helpful to support their learning.

There is an expectation for teachers to have regard to the information and use it in conjunction with delivering learning opportunities that are inclusion for all of our students. This document supports teachers with their assessment, planning, teaching and reviewing of progress.

A key part of our SEND provision includes developing the independence of our children and it is vital that they are not over reliant on adult intervention as this is not preparing them well for their future. Bespoke support with an adult will be delivered through independent application using specific strategies and resources to enable success.

Staff within school including class teacher, support staff/TAs, Senior Lead for Inclusion and other agency staff as appropriate e.g. Speech and Language therapist, SEMH advisors, behavioural support advisors or specialists from Local Authority SEND teams. Children will receive a provision package designed to meet their individual needs whilst developing independence.

How will the curriculum be matched to my child's needs?

We believe that where possible, pupils should be educated within the classroom environment. They may need some additional support to access specific areas of the curriculum, depending on their SEND needs. The curriculum will be adapted where required. This may be through level of task, resource or support. Children will be grouped in a variety of ways to support learning. This may include whole class learning, group and individual support.



Learning will be adapted to meet the needs of children including the use of different coloured paper for dyslexic children, the use of translation tools, widgets as needed, so that all barriers caused by SEND are reduced or removed.

How accessible is the school?

The school has an allocated disabled parking space. Access to the school is available through the main school office. There is a disabled toilet in both buildings and there is a lift to support movement to the Meadow hall. Plans about further development of our accessibility can be found in our accessibility policy.

How will I know how well my child is progressing and how will you help me support my child's learning?

Learning Support plans will be shared and reviewed with parents three times a year. This enables parents to work towards the agreed targets at home. Parents are invited into school for parent consultations with the class teacher and the Senior Lead for Inclusion. School also has open classrooms across the year whereby parents can join children working in their class and share the work that they are producing.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met: The class teacher delivers daily, quality first teaching to all children and then, where appropriate for specific children and/or groups of children, staff will adapt the learning by:

- Teaching skills in one-to-one or small groups (this may include academic and/or personal, social and emotional skills).
- Adapting the environment / routines for example, providing specialist resources, visual timetables, individual work stations.
- Ensure the teaching and work set is at an appropriately differentiated level. For example, this might mean that in a lesson there would be a number different levels of work set for the class, including work being individually differentiated/personalised where appropriate.

How can parent/carers be involved in planning their child's education?

Parents are invited to school regularly and are encouraged to contribute to home learning each week. Parents should share any concerns they have with school staff swiftly so that they can be addressed.

Sometimes parents will receive reports that the school may not have. All reports should be shared with the school e.g. Child and Adolescent Mental Health Service (CAMHS) or GP so that school can incorporate this information into the planning of individual programmes.

How are pupils involved?

It is important to involve all children in discussions about their learning. Where possible, children will be part of reviews about setting and reviewing their targets. This may be done with the class



teacher, Senior Lead for Inclusion or within a meeting with all parties involved, depending on the age and stage of the pupil concerned.

What support will there be for my child's overall well-being and social, emotional and behavioural development?

Wellbeing and personal development is at the heart of life at Weyford Nursery and Primary Academy. All staff work closely with the children and provide emotional and social support which may be tailored to individual needs. Designated staff receive appropriate training to provide support for individual needs including medical needs. They support individuals and groups of children who have a need for additional support – this is not exclusive to those with a SEND need. The school works closely with Primary Behaviour Service, Educational Psychologists, and the Play Therapist.

What services and expertise are available or accessed by the school, including staff with specific specialist knowledge/qualifications?

Ellie Boyd is the school's Senior Lead for Inclusion/SENCo. She works closely with other SENCos within the Trust, external agencies and Local Authorities to ensure the most appropriate provision is in place for the SEND pupils.

We make an annual audit of training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs.

The SENDCOs of each school within the locality meet together each term to share good practice and there are additional regular meetings with other schools within the University of Chichester Academy Trust.

All teachers and Teaching Assistants have completed training in relation to the SEND code of conduct, developing and implementing effective pedagogical practice for pupils with SEND. Some teachers and teaching assistants have also completed additional CPD in relation to Speech and Language, dyslexia and attachment theory to support the needs of specific pupils.

Specialist and targeted support is sought from other agencies where necessary in order to maximise learning potential e.g. Speech and Language service, school nurse, Occupational Health service, Right to Choose routes; local authority services and SEMH specialist support.

How will my child be included in activities outside the classroom?

All pupils are included in all parts of the school curriculum and we aim for all pupils to be included on school visits with the necessary parental consent. We will provide the appropriate support to ensure that any visit is successful. A risk assessment is carried out prior to any off site activity to ensure that the health & safety of all participants will not be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, alternative activities which will cover the same curriculum areas will be provided in school. The school medical policy is always referred and adhered to for all school outings. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

How do you ensure children with SEND are not treated less favourably than other children?



Our curriculum supports our children to understand and value differences. We consider the strengths of individuals to help our children. Ratios within play are above the recommended levels enabling closer monitoring and support where there is less structure within the day. Any concerns are swiftly addressed using the school's behaviour and SEND policy.

Our staff demonstrate British Values including Respect and Tolerance and Individual Liberty, celebrating each child and ensuring their needs are met.

How will the school help children and young people transfer to the next phase of education?

For children starting in Year R there is a careful transition process where children come, initially with their parents and then independently, to meet the reception staff and new members of their class. The school staff will also make home visits to families. Visits to the nursery setting and meetings with nursery staff are also organised by the reception teacher.

To help transition between year groups social stories are written for children who may find transition difficult. For some children, additional visits to meet their new class teacher and classroom are also organised. There is also dedicated time for class teachers to meet with the receiving class teacher in the summer term to share information about the cohort and discuss the support that has been put in place for children during the year.

When children in Year 6 are preparing for secondary school, the children who are identified as needing extra support are given the opportunity to attend additional visits to their new secondary school.

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the lockers would be etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.
- Our ELSAs will also work with specific children to help them prepare for the changes they will experience.

We liaise closely with staff when receiving and transferring pupils to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex Special Educational Needs they may be part of a Transition Partnership Agreement (TPA) or have an Education Health & Care Plan (EHCP) will be used as a transition meeting, during which we will invite staff from relevant Early Years settings and schools to attend along with any external agencies involved. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN.

Complaints about SEN provision



Any complaint by parents regarding the Special Needs provision within the school should follow the complaints procedure, which is available on the school website. We will listen to any concerns you have and endeavour to address these. The SENCO can be contacted through the school office. Telephone number (01420) 472119 The SEN policy is on the school website.

For information about the local authority's local offer visit their website:

Hampshire <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>