



Wells Primary & Nursery School

SEND INFORMATION REPORT 2023/24

Welcome to the Special Educational Needs Information Report for Wells Primary & Nursery School. This report forms part of the Norfolk Local Offer for learners with Special Educational Needs.

Wells Primary & Nursery School has a strong commitment to working in partnership with students, parents, governors, our trust schools and the local community. Together, we provide our students the opportunity to make progress in all areas and fulfil their expectations. As a result, this report has been produced with involvement of these stakeholders.



People to contact via the school in the academic year 2023/2024 regarding Special Educational Needs are:

- 1) Class Teacher
- 2) SENDCo: Mrs Emma Beck
- 3) Headteacher: Mrs Rachel Stroulger
- 4) SEND Governor: Mrs Kelly Cawston
- 5) Chair of Governors: Rev Steve Wood

If you have any specific questions about any aspects of this report, please contact any of the above on the following email address office@wells-next-the-sea.norfolk.sch.uk

OUR APPROACH TO TEACHING LEARNERS WITH SEN

Wells Primary & Nursery School has a fully inclusive approach to teaching learners with SEN. All students should have equal opportunities, expectations and aspirational outcomes.

High quality teaching for all learners is a must and monitoring teachers' performance in classes is a frequent occurrence to ensure this is in place for all students.

Our Schools' Improvement and Development Plan outlines the training and development of the school and its learners over the next academic year. Our plan for 2023/2024 is available from the Headteacher at the school.

We strive to create a learning environment which is flexible and creative to meet the needs of all members of our school community. We regularly monitor and report on pupils' progress and staff assess continually to ensure learning is taking place. Our whole school system regularly monitors progress and includes regular pupil progress meetings

To discuss your child's progress, you should contact the class teacher by calling into the school, via class dojo, or alternatively via the website or telephone.

At Wells Primary & Nursery School we aim to;	At Wells Primary & Nursery School we believe;
<ul style="list-style-type: none"> • Teach to a high standard with a personal approach. • Create a stimulating, inclusive environment. • Motivate pupils to become independent and ambitious learners. • Build positive relationships. • Prepare our pupils for an active, healthy and positive future. • Value and reward the diverse talent within our school community. • Foster resilience, perseverance and a positive attitude to learning. 	<ul style="list-style-type: none"> • Every child has a unique talent within them. • Experiences and opportunities can transform lives. • Learners should be equipped with the skills and attributes for a rapidly changing world which is technological, interactive, tolerant and globalised. • The strengths, value and features of sport help to raise standards; through challenge, competition and leadership, as well as providing opportunities for teamwork and independent learning, are inspirational.

HOW WE IDENTIFY IF A STUDENT HAS SEN

“A child or young person has SEN if they have a learning difficulty or disability which calls for special provision to be made for them.”

A child of compulsory school age or a young person has a learning difficulty or disability if they;

- Have a significantly greater difficulty in learning than the majority of others of the same age, OR....
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

If a learner is identified as having SEN, we will strive to deliver provision that is additional to or different from *'the normal differentiated curriculum intended to overcome the barrier to their learning'*.

Learners may fall behind in school for many reasons. They may have been absent from school or they may have experienced inconsistency in their education provision. They may not speak English as a first language or they may suffer from self-esteem issues, which prevents progress being made.

At Wells Primary & Nursery School we are ambitious for all our students fostering a positive approach to any difficulties they may have, capitalising on strengths and minimising weaknesses. We encourage a positive approach to learning and life.

Some students may be identified as vulnerable; this does not mean that all vulnerable learners are SEN. Only those with a learning difficulty that require special educational provision will be identified as having SEN.



We follow a Graduated Approach at Wells Primary & Nursery School when identifying pupils as having Special Educational Needs:

Step 1

If a child is not making progress or achieving at the level expected for their age group we work together to find out why and agree on how best to help them, through

- Discussion with the student
- Discussion with parents
- Liaison with pre-school/nursery/staff/Family Support Advisor or agency
- EYFS and primary school assessments
- Discussion with school staff who raise concerns
- Pupil progress monitoring throughout the school year
- Use a range of assessment tools to identify any barrier to learning, these assessment tools are described on the next page.

Step 2

If a child had received differentiation and routine intervention and support appropriate for their age group, but they are still not making progress, next steps will be discussed with everyone and the child may be added to the Schools SEND Register and offered SEN support.

Step 3

If more specialist advice is needed the school may ask for help from outside agencies such as an Educational Psychologist (EP), Speech and Language Therapist (SaLT) or Child and Adolescent Mental Health Service (CAMHS).

Step 4

If funding beyond the school budget is needed in order to support a child with more complex levels of need, the school can apply for 'Element 3' funding from the Local Authority.

Step 5

If a child continues to display high levels of need which are having a negative impact on their ability to make progress, the school or parents/carers can request the Local Authority to carry out a needs assessment for an Education and Health Care Plan (EHCP).



Wells Primary & Nursery School has a range of assessment tools available including:

EYFS Baseline
Dyslexia Portfolio
Read Write Inc
British Picture Vocabulary Scale (BPVS)
GL Single Word Reading
GL Sentence Reading
Salford Sentence Reading Test
Boxall Profile
Educational Psychology support
Advisory Support teacher
Counselling / Mentoring
Trust SEN support
Access through Technology (ATT)
Sensory support
CAMHS
Supporting Smiles
Speech & Language Therapist
Wellcomm
Visual Stress Assessment Tool
Wensum Wellbeing Profile
Nuffield Early Language Program

We currently employ Learning Support Assistants who deliver specific interventions in small groups, in class or to individual students.



WHAT DO WE DO TO SUPPORT LEARNERS WITH SEND

All staff at Wells Primary & Nursery School are expected to adapt the curriculum and their teaching style to ensure access to learning for all students in the class. The Teacher Standards for 2012 details the expectations on all teachers. We are proud of our staff and their continued professional development. Our teachers use a variety of strategies to enable access to the curriculum and ensure maximum engagement of students. These may include:

- High Quality Differentiation
- Visual Timetable
- Writing Frames
- Specialist resources such as, iPads and laptops.
- Peer buddy system
- Emotion Coaching Approach
- Practical learning tasks.
- Questioning techniques
- Pace and challenge activities
- Additional adult support with a range of evidence based interventions
- Social Stories
- Sensory Breaks/Brain breaks



Each learner identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support offered will be dependent on the student's individual needs and will be outcome and impact assessed to ensure it has helped overcome the student's barriers. Support is outlined on a provision mapping system which details what interventions are available. The provision map is modified annually. We also use Norfolk's PEaSS documents, which stands for Provision Expected at SEN Support, to check that we can provide a graduated approach.

SEN Support Plans are in place for all students with SEN and profile their strengths, weaknesses, targets and interventions. These are discussed and evaluated regularly, with parents and pupils.

Wells Primary & Nursery School is part of the Wensum Trust. SEN Provision maps ensure we have a clear overview of our pupils and we can plan and share our expertise and have consistent practice across the Trust.

HOW WE FIND OUT IF SUPPORT/INTERVENTIONS ARE EFFECTIVE

Monitoring progress of students is an integral part of teaching and learning within our school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We adhere to the 'Assess, Do, Plan, Review' model ensuring that parents/carers and pupils are involved in every step. Provision and outcomes are agreed by the parties concerned at the plan and review stages.

Reviewing progress needs a co-ordinated approach from all parties. This is usually a formal meeting held during the term or at parent's evening, where progress and next steps are discussed.

If a learner has an Education, Health & Care Plan (EHCP) the same termly review meetings may take place but an additional formal annual review of the plan will be scheduled.

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

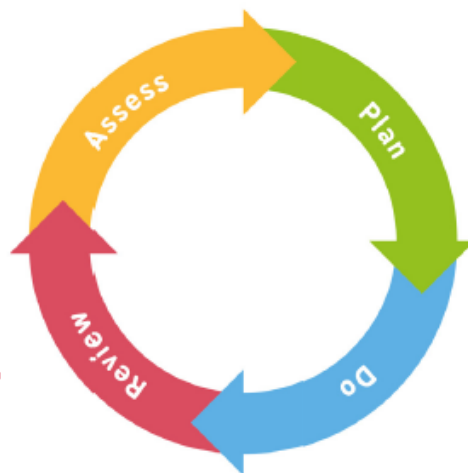
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.



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OTHER OPPORTUNITIES FOR LEARNING/EQUALITY & ACCESSIBILITY

All learners should have the same opportunities to access activities including those which are extra-curricular. The school offers a whole range of activities which can be viewed on our website. In addition, break, lunchtime and after school support is available to learners with Special Educational Needs.



We are committed to making all necessary reasonable adjustments to ensure we comply with the **Equality Act 2010** to meet our students' needs. Specific requirements would be discussed and implemented. The Equality Act 2010 definition of disability is:

'A person has a disability for the purpose of the Act if she/he has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.'

Sector 1 (1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as Asthma, Diabetes, Epilepsy and Cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN.

Wells Primary & Nursery School embraces all opportunities to engage in learning beyond the classroom. Some pupils benefit from nurture provision at the school for which we have a specially trained teaching assistant. All children with SEND are encouraged to take part in all opportunities available at the school.

FUNDING FOR SEND

Wells Primary & Nursery School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described as a 'SEN Memorandum' the total amount we receive for 2021-22 is **£49,123**. We also receive funding from the Local Authority for Exceptional Needs, this funding is for learners who require support that exceeds that which is available to the school. This is called 'Element 3' funding. A robust framework for application to access this funding is in place. From September 2022 we are required to complete the INDES (Identification of Needs Descriptors in Educational Settings) for every child in need of additional funding.

A variety of ways is deployed to support and help overcome these barriers, they include:

Referrals to other agencies, taking advice from other professionals, reflective time, mentoring, adaptations to timetable, keyworkers, and nurture group activities.

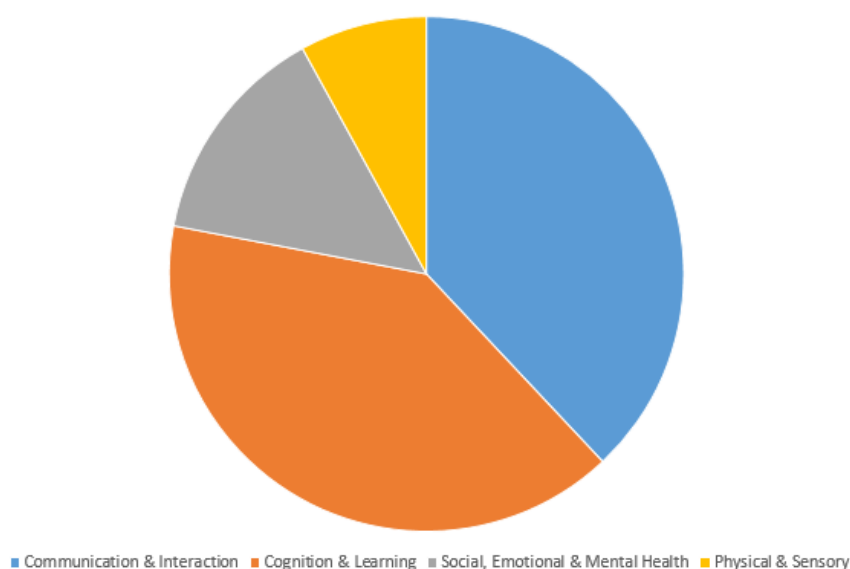
WELLS-NEXT-THE-SEA PRIMARY & NURSERY SEND PROFILE 2023-24

Our SEND profile at the beginning of 2023-24 compared to Norfolk and National shows:-

	Wells	Norfolk	National
% of children at SEND Support	21%	13.9%	13%
% of children with an EHCP	1.4%	4.3%	4.4%

As you can see we are above both National and Norfolk for SEND support but below for percentage of children with EHCPs.

SEND Profile 2022



The Pie Chart shows the current needs of children on our SEND Register as of September 2023. The highest need is Communication & Interaction followed by Cognition & Learning.

Communication & Interaction: This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

Cognition & Learning: This include children with Specific, Moderate, Severe or Profound Learning Difficulties.

Social, Emotional & Mental Health:

This includes any children who have a social, emotional or mental health need that is impacting on their ability to learn.

Physical & Sensory: This include those children with hearing or visual impairment or physical difficulties.

BULLYING

At Wells Primary & Nursery School we endeavour to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. All concerns or reports from students, staff or parents are fully investigated and appropriate action is taken to support students who have Special Educational Needs. Please view the schools bullying policy on our website if you require further information.

PREPARING FOR THE NEXT STEP

Transitions are part of life for all our learners, planning for these and the anticipation of any barriers is crucial. Pupils may be moving into our school (e.g. starting school), from one Key Stage to another or having a new teacher. Wells Primary & Nursery School works hard to ensure positive transitions are experienced by our pupils and all relevant details are passed on. Your child may be assigned a keyworker to oversee their needs and difficulties.

Transition arrangements will be discussed with you and your child well in advance. In Nursery and Reception Class, we have a full transition program which includes home visits, visits to school and play sessions. We also work closely with secondary schools.



HAVE YOUR SAY

Wells Primary & Nursery School is a community school. Together we can shape and develop provision for all of our learners, ensuring achievement for all. This report outlines our annual offer to learners with SEN, however, in order for this to be effective, it needs the views of parents/carers, learners, governors and staff. If you would like to feedback or comment on this SEN Information report, please do so.

To report, please engage with this annual process in order to 'Assess, Plan, Do and Review' provision for all our pupils with SEN.

To make a complaint please refer to our schools 'Complaints Policy' which is available on the school website.

USEFUL LINKS

Special Educational Needs and Disabilities (SEND) Local Offer
<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Norfolk SENDIASS
<https://www.norfolksendiass.org.uk/>

SEND Code of Practice
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Autism Education Trust
<https://www.autismeducationtrust.org.uk/>

Just One Norfolk
<https://www.justonenorfolk.nhs.uk/>

Family Voice Norfolk
<https://www.familyvoice.org.uk/>

This report was reviewed by Emma Beck, Rachel Stroulger and School Governors in September 2023

