Much Wenlock Primary School and Nursery

Our Annual Special Education Needs & Disability Information Report

Policy Date-September 2025
Review Date-September 2026

Overview

Under legislation The Pupil and Families Act 2014, local authorities and schools are required to provide information on the provision for children and young people (CYP) with special educational needs so that parents, children and young people are clear about what is available for them. This information is set out in The Special Educational Needs and Disability Regulations 2014. Much Wenlock Primary School's Special Educational Needs Policy and Information Report aims to set out a clear pathway of how our school approaches the identification of Special Educational Needs and Disabilities (SEND) and the provision that the school makes for our children.

Much Wenlock Primary School and Nursery's SEND Information Report explains how we identify, support, and review provision for pupils with SEND.

This report should be read alongside our:

- SEND Policy
- Accessibility Plan
- Equality Information and Objectives Policy
- Much Wenlock SEND Provision Offer

We are an inclusive, ambitious school with a bespoke, language-rich curriculum designed to ensure every child thrives. Our school values – the WRENS (*Wonder, Resilience, Equity, Nurture, Sustainability*) – and our curriculum drivers (*Community, Communication, Connections, Change*) underpin how we support pupils with SEND.

If you have further questions, please contact Mrs Emma Nicholas (Deputy Headteacher & SENCo) through the school office.

1. What is our current SEND profile?

Last academic year, our figures for children with SEND were:
EHCP: 6.5%
Sen Support including GSP: 20.6%
Wave 2 (monitoring): 27.7%
The overall and SEN support figures are above the National Average for Primary Schools and the figure for pupils with an EHCP is above average.

2. What is a Special Educational Need or Disability (SEND) and what types of SEND does the school provide for?

A pupil has SEND where their learning difficulty or disability calls for special educational provision. This means provision that is different from, or in addition to, that normally available to pupils of the same age.

The Special Educational Needs and Disability Code of Practice (2015) identifies Pupils SEND in four broad areas of need:

1. **Communication and Interaction.**

This could include:

- Speech, Language and Communication needs (SLCN) - pupils may have difficulty saying what they want to, difficulty understanding what is being said or do not understand or use social rules.
- Autistic Spectrum Conditions - may have difficulties with social interaction, language, communication and theory of mind (deleted problems with imagination).

2. **Cognition and Learning.**

This could include:

- General or Moderate Learning difficulties—pupils find difficulty with learning in some areas of the curriculum even with appropriate differentiation.
- Severe Learning Difficulties (SLD) where a pupil is likely to need support in all areas of the curriculum and there may also be difficulties with mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD) - a pupil is likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific Learning Difficulties (SpLD) - affect one or more specific aspects of learning. This includes a range of difficulties such as dyslexia, dyscalculia and dyspraxia.

3. **Social, Emotional and Mental Health Difficulties.**

This could include:

- Social and emotional difficulties which may result in a pupil becoming withdrawn, isolated, or displaying challenging, disruptive and disturbing behaviour. These behaviours may reflect underlying mental health issues e.g., anxiety, depression, self-harm or eating disorders.
- Attention Deficit Disorder.
- Attention Deficit Hyperactive Disorder.
- Attachment disorder

4. **Health, Sensory and/or Physical Needs.**

This could include:

- A disability which prevents them from making use of the facilities usually provided in a school e.g., Vision Impairment, Hearing Impairment, Multi-sensory Impairment (combination of vision and hearing). These pupils are likely to need specialist support or equipment to access their learning. Physical disability - some pupils may need additional ongoing support and equipment to access all opportunities available to other pupils.

If a pupil has been identified as having a special educational need and/or disability, then their needs may fit into one or more of these categories.

3. How will the school know if a child needs SEND support?

Our school's Assessment Policy outlines the range of assessments regularly used throughout the school. At Much Wenlock Primary School, we recognise that children make progress at different rates and not always in a stead, linear pattern. Therefore, children are identified as having SEND in a variety of ways, including the following:

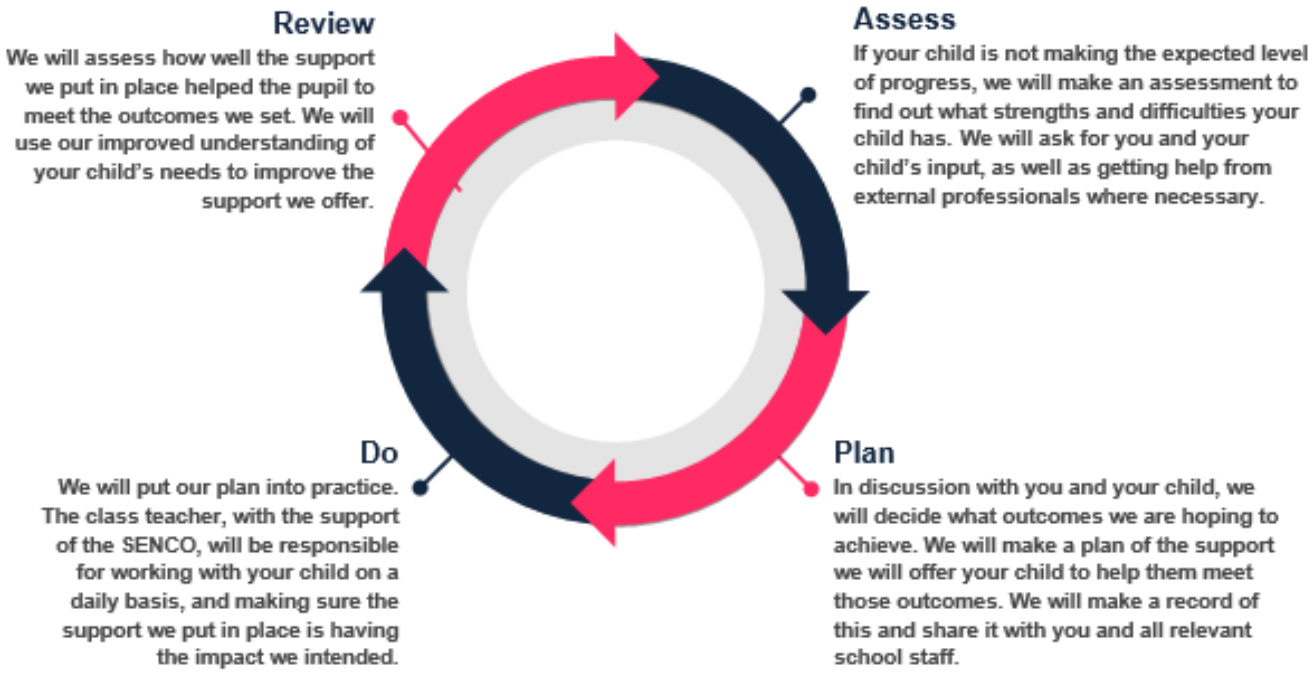
- Liaison with the full range of pre-school setting and our own Nursery staff.
- Induction sessions for Reception starters.
- Discussion with parents/carers.
- Concerns raised by the class teacher.
- Transition meetings between class teachers.
- Termly parent consultation meetings.
- Attainment significantly below expected levels.
- Widening of an attainment gap between the child and their peers.
- Rates of progress being slower than previously.
- Observations in a range of contexts.
- Regular progress meetings between class teachers, SENCo and SLT.
- Information/diagnosis from an outside agency e.g. paediatrician.

Through our Quality First Teaching (QFT) and learning, rigorous monitoring and assessments, pupils of all abilities can be identified and their learning needs met. With that in mind, at Coleham Primary School, we recognise that pupils make progress at different rates and not always in a steady linear pattern. Therefore, the early identification systems we have in place are essential as they allow pupils to reach their potential. The class teacher continually assesses each pupil and notes areas where they are improving and where the gaps in understanding/learning are and if further support is needed. As a school, we track pupils' progress from entry into Nursery through to Year 6, using a variety of different methods.

Pupils who are not making expected progress are picked up through regular Pupil Progress Meetings with all staff in that phase and phase leader. In this meeting a discussion takes place concerning why individual pupils are experiencing difficulty (what their gaps are) and what further support can be given to aid their progression. If your child is discussed at one of these meetings parent/carers will be informed. This starts our graduated approach to enabling the right support for the individual.

We follow the 'Graduated Approach' to meeting the needs of pupils who have been identified as having a specific gap in their understanding/learning of a subject and need extra support.

The graduated approach is a 4- part cycle of assess, plan, do, review.



Once a potential need has been identified, our graduated approach begins.

The first stage of the graduated approach is assessment.

As part of the assessment, the class teacher and SENCo will consider the teacher's experience of the pupil, pupil progress, attainment and behaviour, the child's development compared to their peers and the views of the parents and child themselves. Following further assessments, observation and evaluation, if thought appropriate, the child will be identified as being at SEND support. Parents must be consulted. A One-Page Profile will be drawn up as a summary of what matters to the child and how to best support them. This will then be used to inform future personalised planning.

The second stage of the graduated approach is planning.

A plan of action will be drawn up and discussed with parents. This short-term plan is our Plan, Do, Review (PDR). The PDR focuses on the child as an individual. The pupil voice is an integral part of the plan. The plan typically contains information from the child, family, school and any involved agency. There are both long-term and short-term objectives identified.

Alongside each PDR is a summary of the provision available. This details all the support and intervention that the child will be a part of. The PDR is discussed with parents and parental views/requests are listen to and given careful consideration and is agreed by all involved. The PDR then becomes a working document for all staff working with an individual child.

The third stage of the graduated approach is doing.

At this stage, the agreed plan is put into action by the staff working with the child. Teachers and support staff deliver the interventions, strategies and support outlined in the PDR. Children might engage in 1:1,

or small group sessions with a specific focus to help them meet their targets. These would be during normal lesson times or during times of the day that do not interrupt a pupil's access to a broad and balanced curriculum. The plan is used as a working document so that everyone involved is clear about their role and responsibilities in supporting the child. Ongoing communication between staff, the child and their family is encouraged to ensure that support is consistent and effective.

The fourth stage of the graduated approach is reviewing.

A review of the effectiveness of support and the impact on the child's progress takes place each term. This review will take place at a separate meeting to your parental consultation. This, combined with the opinion of the child, is used to inform any changes to the support provided. If a child has achieved a target, new ones will be set.

What happens if my child has additional needs but not SEND?

Support may be available to your child, however the interventions that they are involved with will not be recorded on a PDR.

Class teachers have a provision map – a document that provides an overview of the programme and interventions being used with individuals and different groups of pupils across one class. They are produced by the class teachers and reviewed on a termly basis. Each intervention has a clear objective, specific times/duration, named staff and measurable starting and end points. The provision map is a working document for all staff involved with the class.

What happens if all the above doesn't work?
For the small number of pupils who continue not to make progress as expected following the above steps, we, together with parents/carers, may agree that a multi-agency assessment is necessary. This may result in additional resources which the school is unable to offer without further funding and an application for an Educational Health Care and Needs Assessment (EHCNA) may be considered.

4. How will the school measure a child's progress?

At Much Wenlock Primary School, we measure pupils' progress in learning against National and Age-Related Expectations (ARE). The class teachers continually assess each pupil in line with our assessment policy and note areas where they are improving and where the gaps in understanding/learning are. As a school, we track pupils' progress from entry into Nursery through to year 6, using a variety of different methods.

We do however understand that progress can look different for certain children and so ensure that we don't just take scores from formal assessments, particularly for children with potential SEND. We ensure that when measuring progress, we look at all areas of a child's education, in line with the Code of Practice 2015 which states that an appropriate education should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition
- into adulthood, whether into employment further or higher education or training.

As part of the planning stage of the graduated approach, we will set specific outcomes that we want your child to achieve; these may be academic or may be related to SEMH difficulties which could be causing a barrier to learning. We will then run interventions or implement support specific to the outcomes and track the pupil's progress towards these outcomes over time.

This process will be continual. If the review shows a pupil has made progress, they may no longer need additional provision made through SEN Support. For others, the cycle will continue and targets, strategies and provisions will be revisited and refined.

5. What are the different types of support we provide?

Our provision is grouped into three levels of support.

Universal: provision that is available to all pupils
Targeted: provision that is in addition to universal to support initial gaps in learning
Specialist: provision that is more specialist and needs careful consideration of specific needs.

Our first approach for all our pupils across all levels is Quality First Teaching, this makes up part of our Universal provision.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all work in each class is pitched at an appropriate level so that all pupils are able to access, according to their specific needs.
- Typically, this might mean that in a lesson there would be different levels of work set for the class to ensure support and also stretch and challenge; this can also be individually differentiated. This ensures that pupils can access the learning but also strive for challenge.
- In addition, there are TAs available to each class during parts of the day where support is provided for groups or individual pupils who have been identified, this can be timetabled support or support that is needed based on the teacher's daily assessment of all pupils.
- Interactive displays, learning walls are in all classrooms and school resources are accessible to all pupils. Specialist equipment/workstations to give better access to learning. All areas of the school are also accessible to all pupils.
- Specific strategies (which may be suggested by the SENDCo or outside professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked progress and will have decided that there is a gap in their understanding/learning and that some extra support will be needed to help them make the best possible progress.

All pupils in school should be receiving this as a part of excellent classroom practice.

Some children require more targeted support.

For most of the children in school, we will be able to meet their additional needs using the resources generally available to all. We understand that children are likely to make progress at different rates. As a consequence, they may require different levels and types of support from teachers and other adults to succeed. Were required, we adapt teaching in a responsive way.

Strategies for adaptations include:

- Breaking down content into smaller chunks or steps.
- Varying levels of support, including effective support from Tas as well as the teacher.
- Removing unnecessary expositions i.e. keeping spoken language at an amount and level that will enable maximum access.
- Reframing questions.
- Intervening appropriately i.e. in the classroom/lesson wherever possible, to minimise the need for out-of-class interventions (though these will still be appropriate and necessary for some children.

Examples of adaptations may include:

- Checking on the understanding of specific children after a whole class introduction and repeating key information as necessary.
- Ensuring that a TA guides a child through a learning activity, scaffolding learning - ensuring that the development of the child's independence is key in this.
- Use of devices and apps to access information and resources.
- Selecting adapted resources and equipment to enhance independent learning.
- Asking a question that require the same high-level thinking but using a simpler construction e.g. by using an active rather than a passive voice, or by focusing on one aspect at a time.
- Observing when a child or group of children seems to be struggling with a new concept or idea, and taking them to one side during the lesson to dig deeper into an misconceptions that may hav arisen before these have the chance to become embedded.

A few children may require more specialist provision. This will usually be outlined in a child's EHCP or include involvement of specialist to ensure full access to education.

More information about our SEND Provision Offer can be found on our website.

6. Who do you go to if you are concerned about your child?

If you have any concerns about your child, the first point of contact is their class teacher, however you can also arrange an appointment with the phase leader, SENDCo (Special Educational Needs Coordinator) or another member of the Senior Leadership Team (SLT).

What we do:

- Mrs R Howell-James, our Headteacher and Mrs E Nicholas**,** our Deputy Head and SENCo**,** oversee all support and progress of any pupil requiring additional support across the school.
- The class teachers will oversee, plan and work with each pupil with SEND in the class to ensure that progress in every area is made.
- There may be a teaching assistant (TA) working with the pupil either individually or as part of a group; if this is seen as necessary by the class teacher. The frequency of these sessions will be explained to parents/carers when the support starts.

Our Governors (their involvement and responsibility):

- The Quality of Education and SEND Link Governor is responsible for SEND. They ensure that pupils receive the support they need to make progress and be integrated into school life.

7. How will the school let you know if they have any concerns about your child and how will we involve you throughout the process of support?

When pupils have been identified as having a gap in their learning or as having a special educational need, we work very closely with the people who already know them, including parents, previous settings and specialists. We use the information gathered to identify what potential barriers to learning might be and implement strategies to support them.

We believe that early identification and intervention is best to help children achieve success. We will observe the child's learning characteristics and how they cope within our learning environment, we will assess their understanding of what they are learning in school and if appropriate, use on going assessments to help us pinpoint the difficulty using a graduated approach.

If we have become concerned about a child, parents will be contacted by the child's class teacher or the SENCo and their thoughts and opinions will be sought. We will then work together to create individual learning targets to best suit the child and review this regularly.

Once a pupil is on our special needs register, additional termly review meetings are offered to parents to review targets in the APDR cycle and discuss next steps. During this meeting, we will suggest new targets to work on following assessments of current interventions/provision in place. We share these with you and value your input on how you feel your child is progressing as well.

If the pupil is making progress academically against national/age expected levels, and the gap is narrowing, they are catching up to their peers or expected age levels and next steps are planned. For pupils who have made sufficient progress that they have closed any gaps, a discussion would be held with parents to propose they be moved off the SEND register.

However, if progress has not been made and the gap is widening, alternative next steps are made; this may mean the involvement of outside agencies to seek further specialist advice.

In addition to these meetings, we offer an open-door policy where parents are welcome any time to make an appointment to meet with either the class teacher, SENDCo or SLT and discuss how your child is getting on if you have any concerns.

8. How is your child involved in the process?

Children have a right to receive and make known information, to express an opinion and to have the opinion considered in any matters affecting them. Therefore, the views of the children in school are given due weight according to their age, maturity and capability.

Children who are receiving SEND support will work with an adult in school to create a One Page Profile. During this consultation, they can articulate their strengths, areas they feel they need support with and other strategies that might help them with their learning as well as their aspirations, hope and dreams.\

Each termly APDR is bases on the child as an individual. They are asked about their likes, strengths, wishes and future targets. These views are recorded as 'Pupil Voice' on their PDR document. We work

with them to investigate different learning styles and consult with the children as to how they feel they learn best.

Children are encouraged to develop a good understanding of their learning and discussion about progress and next steps forms an important part of class work, individual and group interventions. Children are encouraged to be active participants in their assessments and learning. They are encouraged to think about the progress that they have made and what they feel their next steps should be.

During assessments with outside agencies, children are encouraged to share their ideas about the way they learn, these views are often recorded in the follow up report.

We have a school council and various Ambassador programmes where children's voices are listened to and heard. This includes children with SEND.

9. What training have the teachers and other staff had to enable them to support children with Special Educational Needs effectively?

We have members of staff who are trained in delivering intervention programmes, as well as staff who are trained in prevention to endangerment. Further Professional Development and Training for staff is arranged in line with current needs and the School's Development Plan focus. We also have close links to the surrounding schools and the schools within the Trust that support us through their expertise and staff.

All staff attend regular training to support all children with SEND. Staff have training to:

- Keep up to date with changes.
- Build confidence in supporting children with SEND.
- Support teaching and learning.
- Develop skills and knowledge.
- Nearly all staff have either Paediatric First Aid or First Aid at Work to ensure children's safety and medical needs are catered for.

Last year, our staff team were trained in the following:

- Adaptive Teaching techniques
- Target setting and effective feedforward
- Precision Teaching

Key staff members received the following training:

- Communication and Interaction
- Contrastive Pairs
- Physiotherapy and OT support
- Moving and Handling
- Talk Boost – EYFS, KS1 and KS2

This academic year, we will undertake whole school training in Adaptive Teaching techniques and other areas in line with our School Development Plan. Key members of staff will be trained in Early Language Support for Every Child (ELSEC).

10. How is your child supported at times of transition?

When children start in our Nursery, we have a soft start approach to transition. Children are invited in for stay and play sessions with their parents initially. This gives practitioners the chance to discuss each child with their parent and let the children get to know the setting and staff. We gradually increase the length of the settling in sessions until the children are ready to stay for a full session. We recognise that the time it takes to settle can vary from child to child, therefore, we work with parents and children on an individual basis to ensure a positive transition into Nursery.

Prior to starting school, all Reception pupils and their parent/carers are invited into school on several occasions to familiarise themselves with the environment, staff and routines. We have meetings with all nurseries and plan additional transition for any children who may need additional support. For children coming to us from a different Nursery setting, we offer free sessions in our Pre-School during the second half of the Summer term to allow them time to get to know the children, building and staff before they start in September.

Each year, we plan transition periods towards the end of an academic year and provide additional transition opportunities for pupils who may need them.

When pupils are preparing to leave us for a new school, typically to go to Secondary Education, we arrange additional visits. At our 'feeder' Secondary Schools, they will usually run a programme specifically tailored to aid transition for the more vulnerable pupils.

We liaise closely with Staff and SENDCos when receiving and transferring pupils to different schools, ensuring all relevant paperwork is securely processed and transferred by the SENDCo and all needs are discussed and understood.

If your child has complex needs, then an Education Health and Care Plan (EHCP) annual review will be used at a transition meeting during which we will invite staff from both schools to attend.

11. What activities are available for children identified with SEND, in addition to the curriculum?

All pupils are included in all parts of the school curriculum as well as extra-curricular activities and we aim for all pupils to be included on school trips and clubs. We will provide the necessary support to ensure that this is successful.

Our children with SEND are given the same opportunities as their peers, with adaptations made where necessary. We strive to ensure that all of our extra-curricular activities are fully inclusive and work with parents and will make whatever reasonable adjustments are needed to make sure that all children can be included.

We have a breakfast club and after school clubs which cover a range of interests including:

- Dance
- Gymnastics
- Athletics
- Craft club
- Football

- Choir
- Chess
- Gardening
- Coding
- Brain games
- Board games and others

A risk assessment is carried out for off-site activities to ensure that everyone's Health & Safety is not compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities would be considered for the whole cohort to ensure inclusion for all.

12. How do we ensure access to the facilities for all of our pupils?

This section links to our accessibility plan which can be found on the website with other policies.

We purchase resources to support children where necessary, based on our knowledge of the child, our experiences or on advice from outside agencies – e.g. specific spelling programmes, adapted cutlery or scissors.

Classrooms are well resourced and designed to be calm spaces for children to learn. They are free from clutter and bright colours – with all displays created to be purposeful.

Our school site is wheelchair accessible through all entrances, including the main entrance, with a disabled toilet large enough to accommodate changing. We have installed two stair lifts on both sets of stairs in the school building to allow wheelchair users to safely move around the school site. Main entrance doors into the school are edge-coloured for the visually impaired. New building work is completed under consultation regarding accessibility and the school has an accessibility plan which is available on the website.

13. How do we support the emotional and social development of children with SEND?

We are an inclusive school; we have a strong nurturing ethos with close working relationships with our children and our families. All children have independent access to adults within school that they are able to share any emotional concerns that they may have,

We have quiet/calm areas in school and in each classroom where children have some time to talk one to one, think quietly or just have some space from others. Children are encouraged to 'take a mindful minute' and have a variety of different calming strategies and resources to support self-regulation. Each children who needs it, is given a choice of 'safe spaces' that they can identify around the school – a place to go when they feel they need a break.

The class teacher has overall responsibility for the pastoral, medical and social care of every pupil in their class, so this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

Mental health concerns are reported to the Mental Health Lead. We then implement our assessment system which is based on levels of need to ensure that children get the support they need from the

school or from an external specialist service. Our aim is to put into place interventions as early as possible to prevent problems escalating.

We use Boxall Profiling to support our understanding in the social emotional development of pupils. If we or parents have concerns in this area, we might use this profiling to identify development areas to implement appropriate support. We would then use Boxall profiling again after a period of time to measure the impact of the support in place.

By involving pupils with their learning journey across school and the targets we set, we can help them to build resilience and confidence in order to believe in their own abilities and success.

14. What are our arrangements for supporting pupils who are Looked After by the Local Authority?

Looked after pupils (or previously Looked After Pupils) have a right to expect the outcomes we want for every pupil – that they should be healthy, stay safe, enjoy themselves and achieve, make a positive contribution to society and achieve economic well-being. To achieve these five outcomes for looked after pupils, we as a school demonstrate the strongest commitment to helping every pupil to achieve the highest educational standards he or she possibly can. This includes supporting their aspirations to achieve in further and higher education. We work closely with Virtual Schools to monitor the pupil's development both academically and socially through a similar review process to SEND. Looked-after pupils will have a personal education plan (PEP) to review their progress within a setting. If a looked-after pupil has SEND, we will ensure that the PEP and any SEND/EHC plans are aligned, consistent and compliment one another. Our LAC Designated Teacher (DT) is Mrs E Nicholas.

15. What support is available for families?

If you have any questions about SEND or need support/advice, please get in touch to let us know. We want to support you, your child and your family.

We would encourage parents/carers to educate themselves on the SEND Code of Practice and the ways in which schools are required to identify and support children with SEND. You can seek free, objective and up to date advice and support from organisations such as IASS and this can be found on the following link: https://www.cabshropshire.org.uk/iass-education/

To see what support is available to you locally, have a look at the Shropshire **Local Offer** which can be found on their website: https://www.shropshire.gov.uk/the-send-local-offer/

There are many charities that offer advice and support. Below are some that we have used as a school:
Parent and Carer Council Shropshire (PACC)
Autism West Midlands
The Autism Education Trust
Caudwell Children
NSPCC
SEND family support
IPSEA

16. Who can I speak to if I have any further questions, concerns, complaints or compliments about the provision for pupils with Special Educational Needs and Disability?

Any concerns or complaints regarding SEND should be raised following the school's Concerns & Complaints Policy which is available on our website.

The first point of contact would be your child's class teacher; they will be happy for you to share any concerns you may have.

The next point of contact should be the SENCo, Mrs E Nicholas.

In addition to this, you can meet with the Deputy Headteacher, Mrs E Nicholas or Headteacher, Mrs R Howell-James. All appointments can be made via the school office.

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Glossary

- **Annual Review** – an annual meeting to review the provision and targets in a pupil's EHC plan.
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have.
- **EHCNA** – the needs assessment is the first step on the way to securing an EHC plan. The school or parents submit a request to the local authority who then do an assessment to decide whether a child needs an EHC plan.
- **EHCP** – this is an education, health and care plan which is a legally binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **Graduated approach** – an approach to providing SEN support in cycles which are continually planned, conducted, reviewed and amended to identify the needs and best support for the individual.
- **Intervention** – a short term, targeted approach to teaching a pupil with a specific outcome in mind, usually linked to an identified gap in their learning.
- **Local Offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.
- **Outcome** – a target for improvement for pupils with SEND. These targets don't necessarily have to be related just to academic areas.
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the special educational needs/disabilities coordinator.
- **SEND** – special educational needs and disabilities
- **Code of Practice** – the statutory guidance that schools must follow to support children with SEND.
- **Transition** – when a pupil moves between years, phases, schools or life stages.