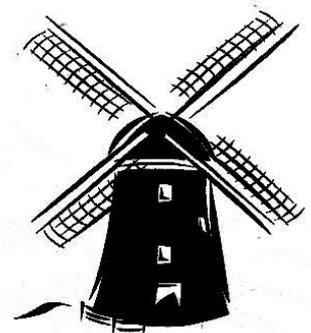


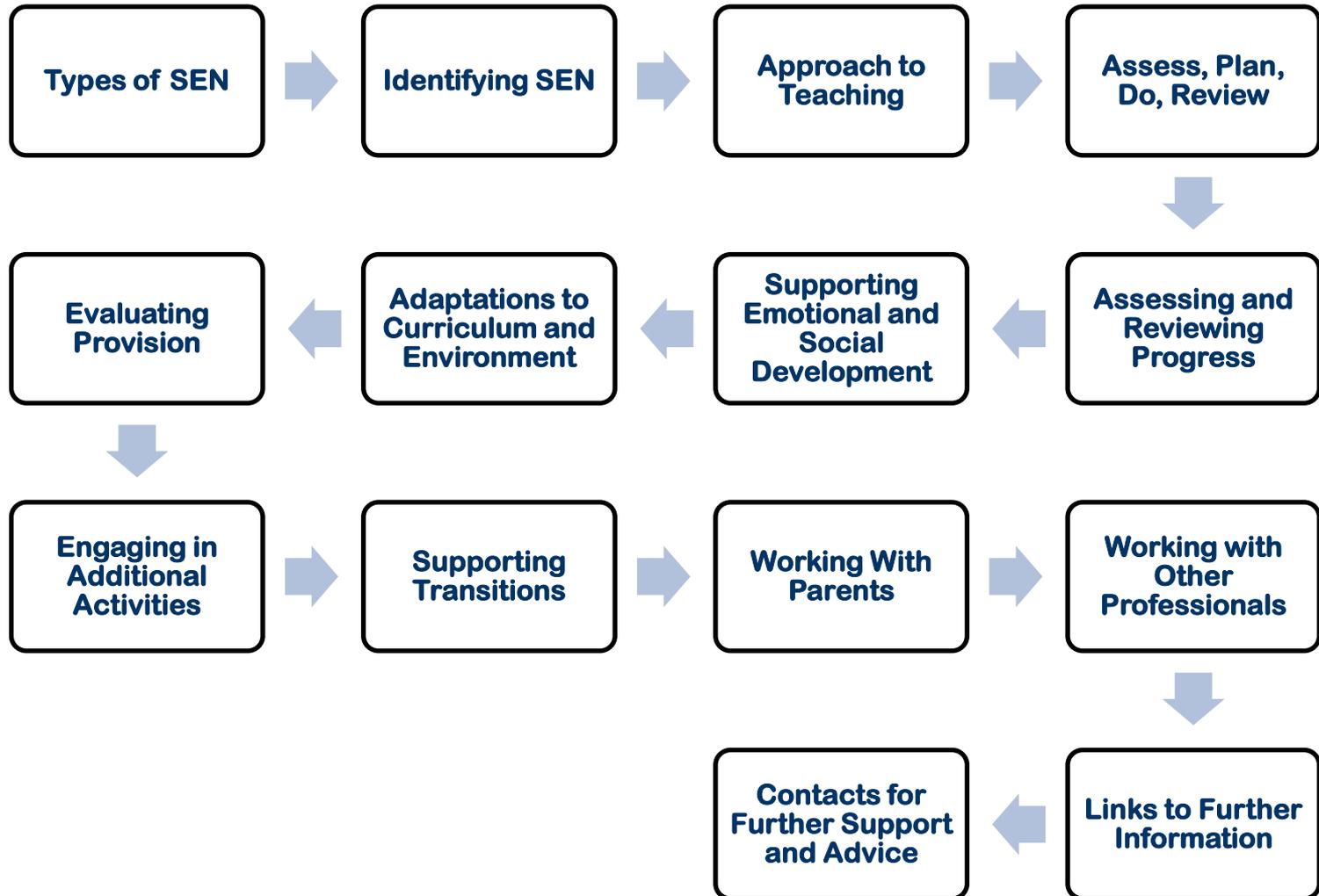
Wicklewood Primary School and Nursery

Be The Best You Can Be

SEN Information Report



Wicklewood Primary School and Nursery is committed to working together with all members of our school community. This Information Report forms part of the Norfolk Local Offer and has been reviewed alongside parents, staff and governors. Please click the boxes below for further information.



What types of Special Educational Needs (SEN) do we provide for?

Communication and Interaction:

- Autism Spectrum Disorders
- Speech and Language Difficulties
- Social Communication

Cognition and Learning:

- Dyslexia
- Dyscalculia
- Dyspraxia
- Moderate and Severe Learning Difficulties
- Memory difficulties

Social, Emotional and Mental Health Difficulties

- Attention Deficit Disorder and Attention Deficit Hyperactive Disorder
- Attachment disorder
- Mental illness, including depression and anxiety
- Eating disorders

Sensory and/or Physical Needs:

- Vision impairment
- Hearing impairment
- Multi-sensory impairment
- Motor skill difficulties
- Physical disability

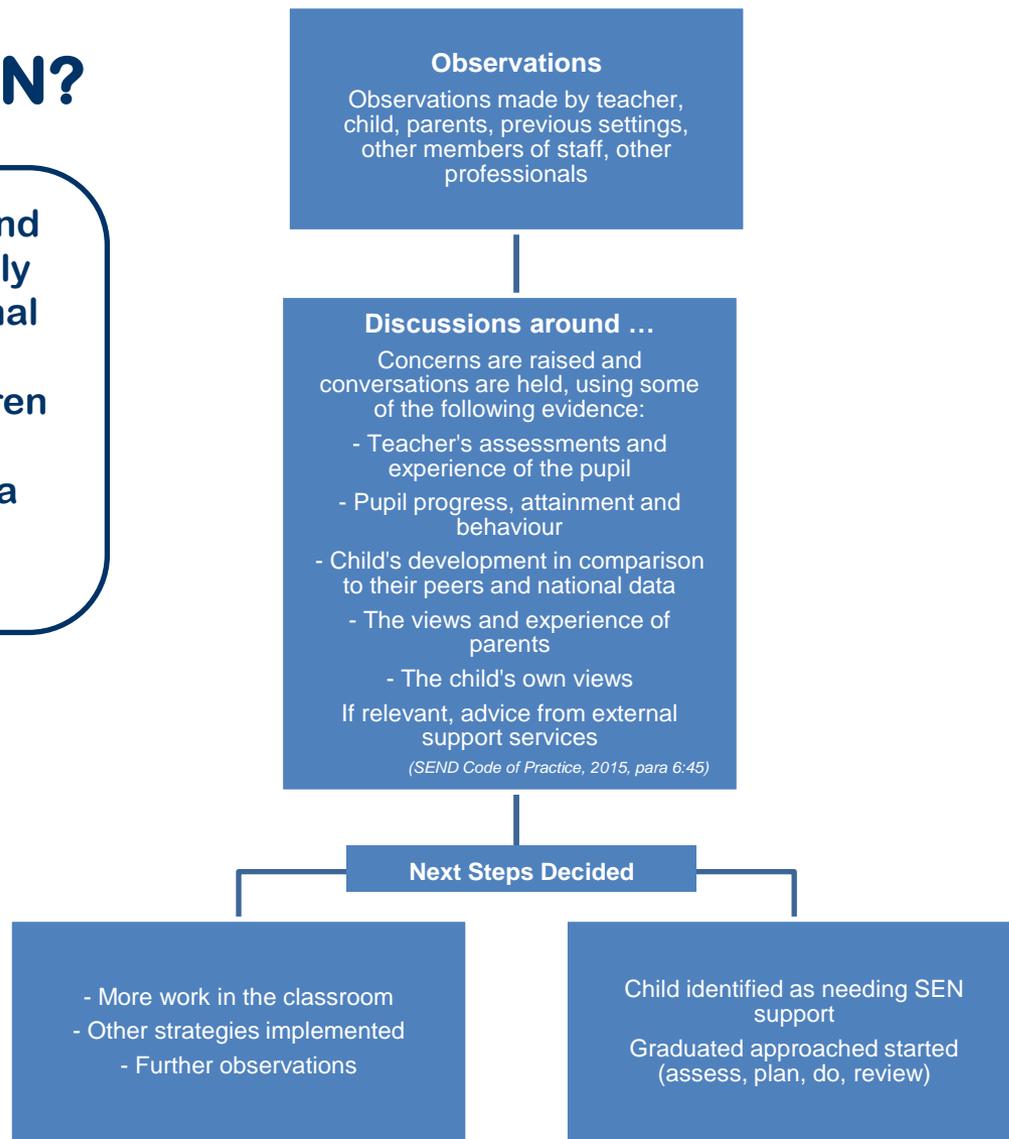
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How do we identify SEN?

We recognise that slow progress and low attainment does not necessarily mean a child has special educational needs.

Likewise, we understand that children working and progressing at the expected standard may still have a special educational need and/or disability.

The flow chart on the right shows our procedure for identifying a child as having a special educational need.



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What is the school's approach to teaching children with SEN?

We believe in achievement for all and encourage all children to 'Be the Best You Can Be'.

We aim to create a learning environment which is flexible enough to meet the needs of all pupils, whilst also promoting independent learners.

The school provides training opportunities for all staff to increase their expertise in the teaching and learning of pupils with special educational needs.

The class teacher remains responsible for working with all children, ensuring they attain and make progress, in line with the Teaching Standards.

We value high quality teaching for all learners and actively monitor teaching and learning across the school.

We advocate that high quality teaching, differentiated for individuals, is the first step in responding to pupils needs.

We recognise that additional support and interventions cannot compensate for lack of quality first teaching.

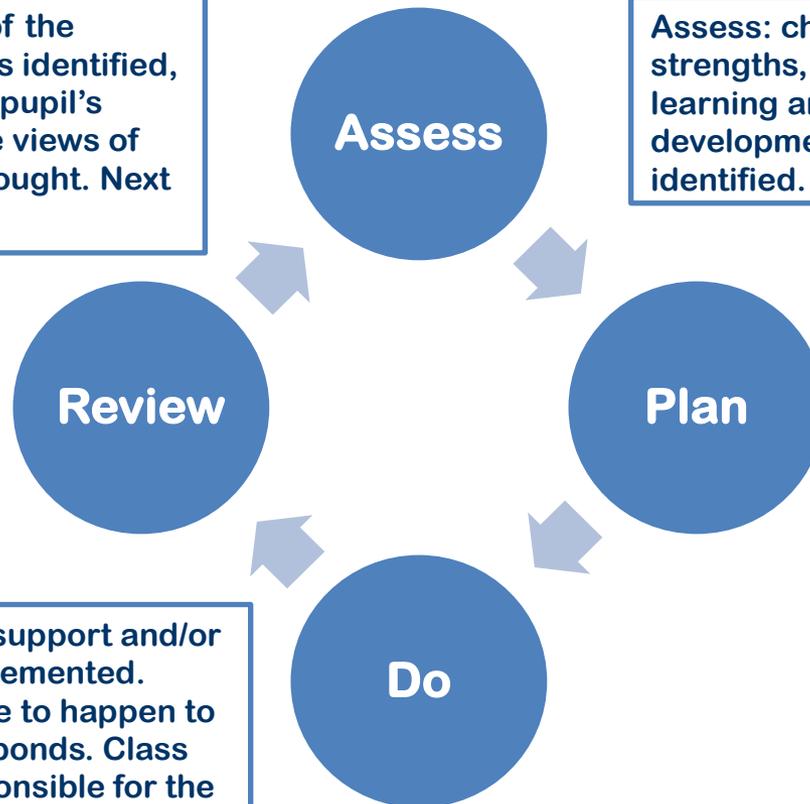
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What is Assess, Plan, Do, Review?

Once a child has been identified as having a special educational need the class teacher, with support from the SENCO, will adopt the 'assess, plan, do, review' approach to meet their individual needs. A learning plan will be developed for children in reception to year 1, in collaboration with the child and parents, which records the class teachers response to 'assess, plan, do, review'. In nursery, a play plan will be developed.

Review: the effectiveness of the support and interventions is identified, noting the impact it had on pupil's learning and progress. The views of the child and parents are sought. Next steps are considered.

Assess: children's strengths, barriers to learning and areas for development are identified.



Do: the adjustments, support and/or interventions are implemented. Observations continue to happen to see how the child responds. Class teachers remain responsible for the pupil, even if they are not the person carrying out the intervention.

Plan: adjustments, interventions and/or support are planned, with anticipated impact identified.

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How do we assess and review children's progress?

The 'assess, plan, do, review' cycle is completed three times a year, as a minimum

The SENCO tracks the attainment and progress of all children in Reception to year 6 with special educational needs three times a year. Areas for concern are identified and fed back to class teachers for action.

The attainment and progress of pupils with SEN in Reception to Year 6 is reported anonymously to governors three times a year.

In years 1 – 6 children complete written assessments three times a year. In EYFS teacher assessment is completed four times a year. The results are analysed by the class teacher and used to inform the 'assess, plan, do review' cycle.

Data from assessments is compared against historic school data, in addition to comparisons with National statistics.

A review will be held annually for children with an Education, Health and Care Plan. This review focuses on the child's progress towards achieving the outcomes specified in the plan with next steps for the forthcoming year identified.

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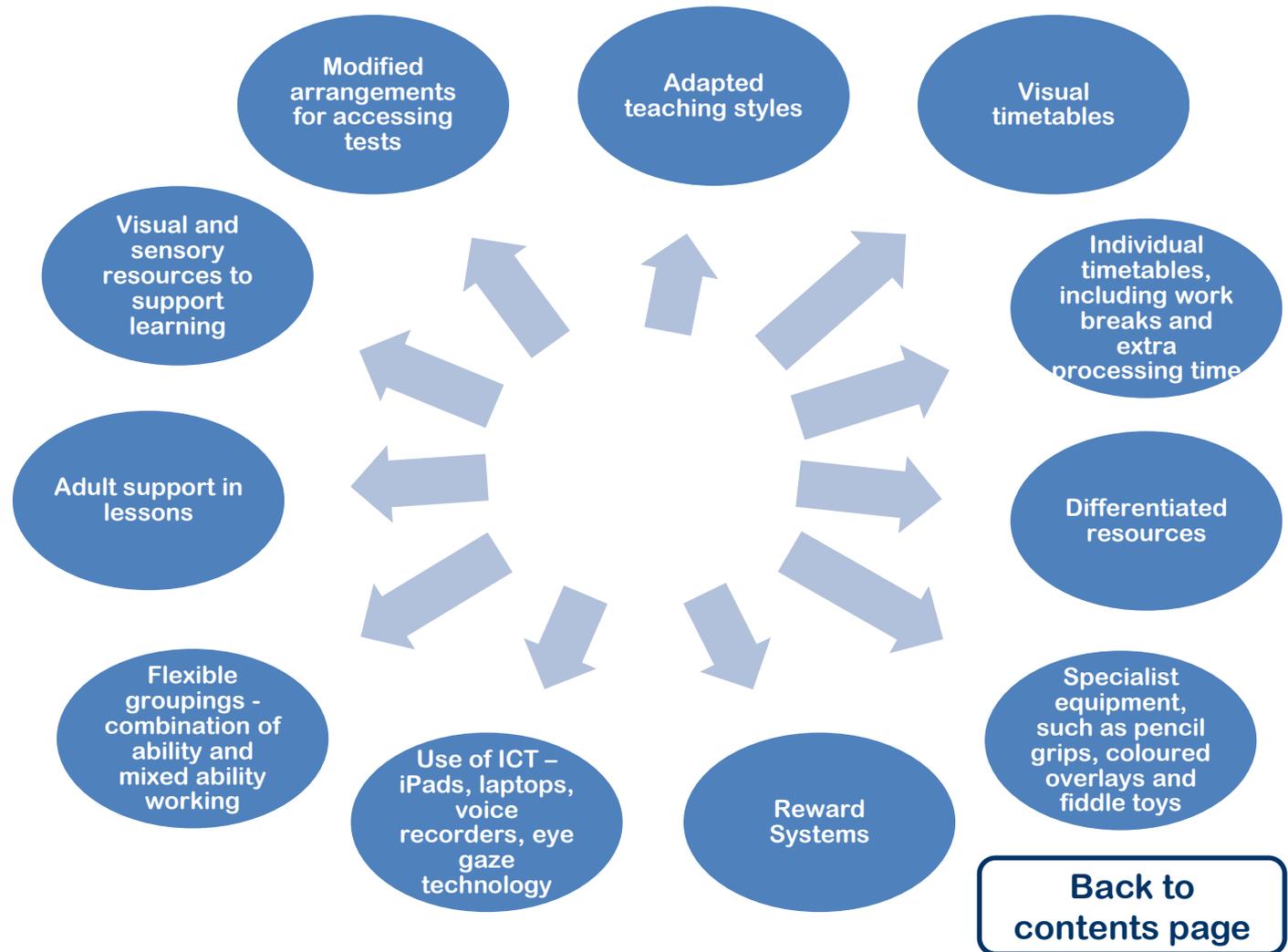
How do we support children's emotional and social development?



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How is the curriculum and learning environment adapted to support children with SEN?

These are some of the methods that may be implemented to overcome a child's barriers to learning and support children's attainment and progress ...



How do we know our provision is effective?

Assessments take place three times a year. Data is collated, analysed and monitored by teachers, senior leaders and governors.

Impact of interventions and support is reviewed as part of the 'assess, plan, do, review' cycle.

Within the Nursery, staff discuss pupil's progress and plan next steps at regular times throughout the year.

Observations of teaching and learning walks may focus on the teaching and learning of pupils with SEN.

Provision maps are created, showing the provision on offer each term. These are evaluated to ensure the range of needs are addressed.

Class teachers discuss attainment and progress of the pupils in their class with the Headteacher and SENCO.

Listening to the views and feedback of staff, the child and parents

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How are children supported to engage in activities alongside their peers?

All pupils have the same opportunity to access extra-curricular activities. We offer a range of additional clubs and activities for children from Reception to Year 6. These include:

- ✓ Football
- ✓ Street dance
- ✓ Multi-skills
- ✓ Tag rugby
- ✓ Music lessons – keyboard, guitar, recorders
- ✓ Forest schools
- ✓ Lego club

There is also an extended school offering breakfast and after-school club for all pupils in Reception to Year 6. We are committed to making reasonable adjustments to ensure participation for all. Please contact our extended school coordinator to discuss specific requirements.

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How do we support key transitions in children's lives?

Moving from Nursery to School

Nursery trip to the Dinosaur Park, open to all and attended by Reception class staff

Home visits by the class teachers

Meet your new teacher mornings where children can come and play in the classroom

Discussions between the nursery and the Reception class teachers

Information evening for parents

Moving Within The School

Transition meetings with parents, child and professionals where necessary

Meet your new teacher mornings, where children spend time with their next teacher in their new classroom

Discussions held between current class teacher and next class teacher, with effective strategies for support discussed

Moving to a New School

Extra visits to the new school to become familiar with the setting

Discussion between SENCO of current school and SENCO of new school

Records of achievements, attainment, progress and outside agency involvement is shared with the new school

On some occasions, teachers from the new school visit the current setting

Meeting with parents to address concerns, if necessary

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How do we work with parents?

We regard it as essential to work in partnership with parents in order to achieve the best outcomes for the child.

The following provides examples of the ways in which the School and Nursery work with parents.

Children in Reception to Year 6:

Learning reviews twice a year for Reception to Year 6

Written report at the end of the academic year

Informal meetings, whenever necessary

Annual review meeting for pupils with an Education, Health and Care Plan

Parent Support Advisor, offering advice and support to parents.

The School has an active Friends Association, to which all parents are welcome

Children in Nursery:

A progress check when children are aged between 24 and 36 months

Written report on transition to Reception or another setting

A parent's evening for children in their final year at Nursery

Annual review or pupils with an Education, Health and Care Plan

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How does the school work with other professionals and outside agencies?

The School and Nursery value the opinion and advice of external agencies. Wherever possible we will make arrangements to accommodate the suggestions made by other professionals.

Some of the specialist teams that we may work alongside include:

- School nurse
- Paediatrician
- Educational Psychologist
- Parent Support Advisor
- Occupational Therapist
- Access Through Technology
- Physiotherapist
- Speech and Language Therapist
- Dyslexia Outreach Service
- School 2 School Support

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Where can I find more information about this report?

This Information Report forms part of the Norfolk Local Offer.
Click here to visit the Norfolk Local Offer

Click here to read the school's teaching and learning policy

Click here to read the school's anti-bullying policy

Click here for more information about our Extended School

Click here to read the Wymondham Cluster SEN policy

Click here to view the Norfolk SEND Parent Partnership website

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Who should I contact for further advice and support?

Any concerns should be raised with your child's class teacher in the first instance.

Complaints from parents of children with Special Educational Needs should contact the Headteacher or SENCO.

Current Contacts:

Headteacher – Miss Julia Brooks

Special Educational Needs Coordinator (SENCO) – Mrs Lucy Leaford

SEN Governor – Mrs Sarah White

Nursery SENCO – Mrs Karen Webb

All of the above people can be contacted via the school office, or email: office@wicklewood.norfolk.sch.uk

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