



## William Reynolds Primary School and Nursery

### SEND Information Report 2022/23

This SEND Information Report is updated annually, at the end of the academic year, to reflect changes that were made and plans for the following year within the school. The report states the current provision within William Reynolds Primary School and Nursery.

The Send Code of Practice states that a child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

At William Reynolds Primary School and Nursery, our vision is to create a highly effective and nurturing learning community where the whole school community can work together to be the best they can be. We aim for all our children to leave equipped with key skills, which enable them to be confident, respectful, skilful, ambitious and positive individuals, who are reflective, able to make good choices and have a thirst for life and all it has to offer.

We place emphasis on a curriculum that develops the whole child. Through our school values - Challenge, Honesty, Ownership, Courage and Collaboration - we ensure that the wellbeing of all members of the school community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions in life that show their understanding of right and wrong.

Further details of our ethos and values, including our curriculum offer, can be found on our website. A leaflet about SEND provision is also available. Our open-door policy ensures that staff are always visible and are available to help with



queries and work in partnership with parents and carers so that provision for children with SEND is appropriate and effective.

All school staff have a responsibility to meet the needs of all the pupils at William Reynolds Primary School and Nursery, including those with special educational needs and/or disabilities.

### What are the kinds of Special Educational Needs provided for at William Reynolds Primary School and Nursery?

We are a large mainstream Primary School with 14 classes, 2 parallel classes in each year group, as well as a morning and afternoon nursery. We offer a broad and creative curriculum that is exciting and engaging. We pride ourselves on the inclusive and nurturing nature of our school. Children with a wide range of needs are supported within class, participating in the learning alongside their peers. APDRs (Assess, Plan, Do and Reviews) support their individual needs and track the impact of any interventions that they access.

We support a range of additional needs, as described in the SEND Code of Practice, offering support from teachers who deliver high 'quality first teaching' and adapting their teaching where needed. We have a large number of highly skilled, experienced and friendly support staff who have training and expertise across a wide range of SEND needs. Staff are also trained in Emotion Coaching and we are committed to keeping our staff up to date with teaching methods and new initiatives. We also respond to the needs of the children at any time, ensuring that we are able to fully support them using the best strategies and systems.



*Individual Workstations*






*Now and Next Cards*



Visual Timetables are used in each class and some pupils have their own.



8:45-9:00 - Meet & Greet  
9:00-9:30 - Timestables  
9:30-10:00 - Maths  
10:00-10:30 - Activity  
10:30-10:45 - Snack  
10:45-11:00 - Breaktime  
11:00-11:20 - Writing  
11:20-11:40 - Activity  
11:40-12:00 - Reading

8.45-9.00 Meet and greet 	9.00-9.30 Spellings in class 	9.30-10.00 Arts & crafts/Gardening 
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### *Class Visual Timetable and Individual Timetables*

At William Reynolds Primary School and Nursery, we have children with SEND needs across all four main areas of SEND, as outlined in the SEND Code of Practice:

#### **1. Communication and Interaction**

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder/ Condition (ASD/C)

#### **2. Cognition and Learning Difficulties**

- General/Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties e.g Dyslexia, Dyscalculia (SpLD)

#### **3. Social, Emotional and Mental Health Needs (SEMH)**



#### 4. Sensory and/or Physical

- Hearing Impaired (HI)
- Visually Impaired (VI)
- Physical Difficulties (PD)


For the end of the 2022/23 year, our highest area of need was SEMH, followed by MLD and SLCN.

#### What are the school's policies for the identification and assessment of pupils with SEND attending the school?

##### Identification of SEND -

At William Reynolds Primary School and Nursery, we are committed to the early identification of children who have SEND.

We track and monitor the progress, behaviour and wellbeing of all of the pupils in our school closely. Detailed observations and pupil voice are made in a variety of contexts as well as careful monitoring of the curriculum. This year, we introduced monitoring grids which are completed by class teachers if they have any concerns about a child's progress or behaviour. They will put in any support given onto the grid and discuss their concerns with parents/carers first and then the SENDCo.

Child's Name		Year	Base
Date	Strategy/Intervention	Notes	

We also obtain information from parents/carers and any other records from any previous schools or settings the children may have attended. Once this process has been completed, we monitor and assess progress and it may be decided that we need to plan for further provision, or that nothing further needs to take place. At this point, it may be felt that a child needs to be placed on the SEND register as it is felt that have some form of special need that is creating a barrier to their learning. Some children's needs are such that their support will need to be ongoing throughout their time at school.



In addition, pupil progress meetings take place between the headteacher and class teacher, and often involve the SENDCo. At these meetings, class teachers may discuss any concerns they have about a pupil and actions are made. The headteacher and SENDCo have regular meetings, where pupils are discussed and actions moving forward are planned and acted upon swiftly.

The graduated response is shown at our school through APDRs. These are written by the class teacher with support from the SENDCo and are linked to the child's specific SEND areas of need. On the APDR there are a variety of targets set for the child to achieve over the course of a year. This is recommended in the SEND Code of Practice and is in line with Local Authority policy.

If it is apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school may feel it is necessary to implement an Education, Health and Care Needs Assessment (EHCNA). This is sent to the Local Authority who then gather evidence to see whether a child needs to be in receipt of an Education, Health and Care Plan (EHCP). An EHCNA will not always lead to an EHCP. However, it may help to decide how the education setting can meet the child or young person's needs without an EHC Plan.



The school has systems in place to support the wellbeing and behaviour of pupils. The school achieved the Wellbeing Award for Schools in 2021 and is currently working towards the

DfE Wellbeing Charter. The SENDCo works closely with teachers and teaching assistants to identify children who may need support in these areas. We have Behaviour Support and Learning Mentors in school who help the pupils and we work closely with our Mental Health Support Practitioner. The SENDCo, or other members of SLT, may make referrals to other agencies and collate evidence towards an external assessment if this is deemed appropriate. Parents are kept up to date with the process and are offered support and guidance where needed and necessary.





## Assessment of pupils with SEND -

Pupils are continuously assessed through ongoing teacher assessment and formal assessments. When needed, interventions are put in place to support the needs of pupils. These are closely monitored, and progress is assessed by teachers. If children are making good progress, it may be felt that individuals need only a small amount of support for a period of time, whereas for other children the level of support may need to be more intensive and consistent.

## What is the provision for pupils with additional needs and how is it evaluated?

### Provision available at William Reynolds Primary School and Nursery -

Children with additional needs at our school will follow the main curriculum offer wherever possible. To achieve this, every child is entitled to Quality First Teaching. Quality First Teaching (QFT) is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom. Adaptations may be made to accommodate individual needs and styles but participation in the classroom, wherever possible, is central to the provision that we provide. Children with SEND are supported using a programme of interventions specific to their area of need and outlined on their APDR. These are run by trained staff and will be through small group work or one to one in class. This also includes our Nurture Groups: Rockets and Sparklers.

Provision is planned and evaluated through the child's APDR and Intervention Grids that track and monitor the progress of children and the impact of provision against targets set by teachers and other agencies involved with the child. Children with SEND may need a range of support depending on their individual needs.

Assess, Plan, Do, Review.

Name:		DOB:
Year Group:	Base:	Teacher:
Level of support:		SEND area of need code:
Diagnosis:		Date of diagnosis:
BARRIERS TO LEARNING:		

External Agency Involvement	
Date:	Agency (CAF/TAC, CAMHs, Speech & Language, SES, LSAT, Ed Psy)

Assess, Plan, Do, Review.

**Autumn 2023**

ASSESS	
Assessment (national standards) (From Summer 2023)	
Standardised scores	Standardised scores
Reading: Below, working towards, NS, GD	Reading:
Writing: Below, working towards, NS, GD	
Maths: Below, working towards, NS, GD	Maths:
Science: Below, working towards, NS, GD	
<b>Progress</b> School point system	
Reading -	
Writing -	
Maths -	

**PLAN**

(what needs to be done to remove barriers to learning)

Include referrals to be made (SEN, Speech and Language/ Occupational Therapy/Identified for Nurture group/Learning mentor support/ Friends for Life group/Action Plan club/ advice from Behaviour Support team/ Observation by SENDCo)

Include any resources that are required (fidget toys, wobble cushion, weighted lap/shoulder toy, pencil grip/own workstation, individual timetable, prompts, now and next cards)

Assess, Plan, Do, Review.

**Autumn 2023**

Wave 1 = universal (access to quality first teaching in mainstream class)  
Wave 2 = targeted (small group intervention support)  
Wave 3 = specific (specialist recommendations)

DO		REVIEW	
Provision	Outcome	Review	Next steps
<small>Pupil: staff ratio Who will deliver? Time - Frequency/duration?</small>	<small>(going or above for- wards and also state if taken from outside agency report and date of report)</small>	<small>Achieved. Partially achieved. Not achieved.</small>	

Pupil Voice:	
Parent/carer signature:	Date:
Teacher signature:	Date:
SENDCo signature:	Date:
	Reviewed:
	Reviewed:



The school offers a wide range of interventions, in which support staff and teachers are trained. Some of these are ones which we have purchased, whilst others are bespoke interventions which have been developed in school to meet the needs of a particular group of children or individuals.

**Monitoring impact of intervention support -**

At the start of each intervention programme, support staff and teachers will work together to provide the correct support for pupils. They will complete an Intervention Grid which is then used to track the progress of pupils over the course of the intervention. This year, we have begun using Talk Boost to support the pupils with SLCN. Talk Boost provide their own tracker which can be used to assess the pupil's starting point at the beginning and then the progress made at the end. Intervention data is recorded and monitored and fed back to the class teachers, Assistant Headteacher and SENDCo. Progress is also fed back to parents and carers.



Some of the interventions at school are as follows:

Support in developing Maths skills	Support in developing Literacy skills	Social/ behavioural support	Support with fine/gross motor skills	Speech and language support
<ul style="list-style-type: none"> <li>• Numicon</li> </ul>	<ul style="list-style-type: none"> <li>• Rapid Readers</li> <li>• RWI</li> <li>• Fresh Start</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 support</li> <li>• Learning Mentor</li> <li>• Starving the anxiety gremlin</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from occupational therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Contrastive Pairs</li> <li>• Talk Boost</li> </ul>

**Developing our intervention programmes**

This year, a big change for us has been to link our interventions and APDRs to the child's specific SEND need. This has meant that we have been able to fine-tune interventions to enable us to build up confidence and skills using the correct support. We have staff trained in Talk Boost and have run interventions



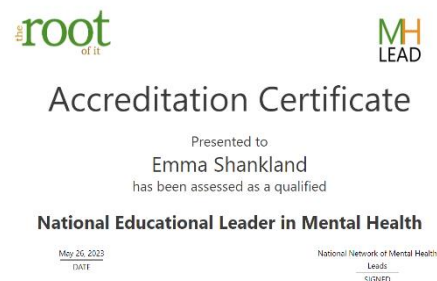
for this across EYFS, KS1 and KS2. We are hoping to develop this intervention further over the next year.

Early intervention is a strength in school and the work in EYFS in supporting pupils continues to ensure that children with SEND are identified early and given the support that they require as quickly as possible.

Next year we hope to continue to develop the way interventions are run in school.

What training do staff at William Reynolds Primary School and Nursery have to support pupils with SEND?

As a school, we are committed to continued professional development. We keep our staff up to date with local training and guidance and have a breadth of knowledge and skills to support a range of additional needs. This year, our SENDCo has attended local updates and professional development opportunities with learning and practice then passed onto staff as necessary through staff training. These have included regular SENDCo Network meetings, SEND Leader training and termly Future in Mind sessions. Teachers and support staff attend courses to support children as necessary. This year, all staff in school have been trained in Emotion Coaching. Teachers and Support Staff have been also received training in Trauma and Attachment. Four of our nurture staff have completed training on 'The Theory and Practice of Nurture Groups' through Nurture UK. Our SENDCo has achieved the 'National Award in Special Educational Needs Coordination', which includes a Postgraduate Certificate in SEN Coordination, she is also a Youth Mental First Aider and a qualified Designated Mental Health Lead.







Future courses will be booked in line with the needs of the staff and pupils in school.

[How will equipment and facilities be provided to support children at William Reynolds Primary School and Nursery?](#)

Our school is fully accessible for wheelchair users, being on one level with ramp access into and out of the school building. We also have disabled toilet facilities.

We have a range of equipment to support children with additional needs that changes in response to the children that we have on roll. We have support cushions, sloped working surfaces, laptops and a range of ICT programs and equipment to support pupils.

<b>For children with fine/gross motor and posture difficulties</b>	<b>For children with concentration/ behavioural difficulties</b>	<b>For children with specific learning difficulties</b>
<ul style="list-style-type: none"> <li>• Writing slopes</li> <li>• Easi-grip pencils and pencil grips</li> <li>• Wobble/wedge cushions</li> </ul>	<ul style="list-style-type: none"> <li>• Fiddle toys</li> <li>• Privacy boards</li> <li>• Personalised timetables</li> <li>• Now and Next boards</li> <li>• Time out tents</li> <li>• Calm Room</li> <li>• Chew toys/ Chewellry</li> <li>• Weighted shoulder blankets</li> </ul>	<ul style="list-style-type: none"> <li>• Tinted overlays</li> <li>• Coloured books</li> <li>• Alphabet strips</li> <li>• Practical maths equipment</li> <li>• ICT equipment</li> </ul>

We have smaller rooms and useful quiet corridors that are used for interventions, and these are equipped accordingly to support the activities and pupils. We work closely with other professionals to provide bespoke equipment to support children with additional needs, such as the Teacher of the Deaf, LSAT, Educational Psychologists and the Sensory Inclusion Service.

**Rockets and Sparklers**

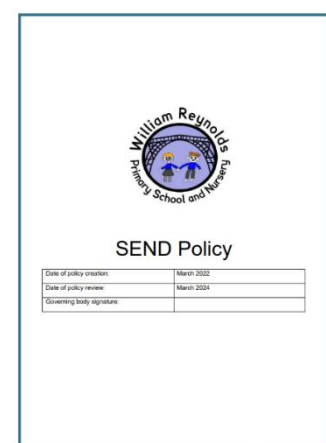
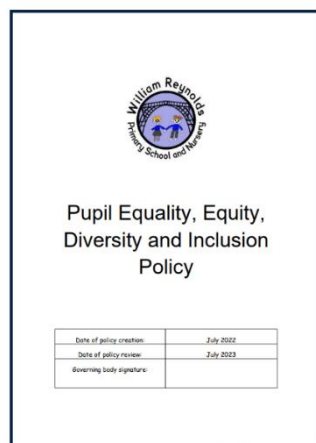
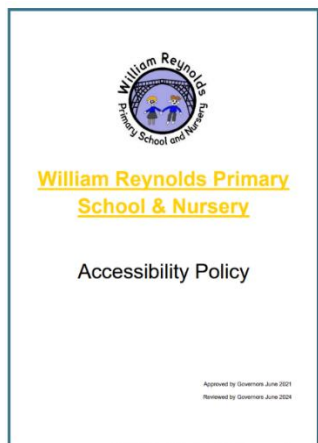
This year, our school has had two nurture rooms. Rockets for Year 2 and 3 children and Sparklers for Year 4, 5 and 6 pupils.



## Outdoor Facilities

Our KS1 and KS2 playgrounds have, in recent years, been renovated with high quality adventure play equipment and outdoor gym facilities which are ideal for developing gross motor skills.

Our SEND Policy, Pupil Equality, Equity, Diversity and Inclusion Policy and Accessibility Policy are available to view on our website.



## [What are the arrangements for consulting parents of children at William Reynolds Primary School and Nursery and involving them in the education of their child?](#)

At our school, parents are fully included in understanding the education their child receives. This includes, but is not limited to:

- Families are welcome to visit the school prior to the child starting.
- An open-door policy and staff on playgrounds at the start and end of the day ensures that parents are able to communicate with staff every day, in order to exchange key messages.
- Termly parent consultations.
- Key updates from outside professionals are shared with parents.
- APDRs are given to parents so they know the targets their children are working on, and when they have been reviewed. Parents get a copy of these.
- Parents of pupils with an Education, Health and Care Plan are also invited to attend an annual review meeting, at least once a year.



- Parents/carers of pupils who the LA are undertaking an EHCNA (Educational, Health and Care Needs Assessment) are invited in to support the writing of their views and to the Moving Forward Meeting at the end of the assessment.
- PODs coffee mornings have taken place this year to support parents with children on the SEND register.
- Parental representation on the Governing Body.

### What are the arrangements for consulting young people with SEND at William Reynolds Primary School and Nursery and involving them in their education?

All children in our school are treated with dignity and respect, regardless of any additional needs. Children on the SEND register receive their APDR with personalised targets and support for their needs. Their APDR is shared with pupils, and we gain their pupil voice linked to their targets.

The assessment and annual review process of EHC Plans includes the views of the pupils.

Regular 'Pupil Voice' activities are undertaken by the Senior Leadership Team and subject leaders, which include pupils from a wide range of abilities and groups, including those with special educational needs.



We also have our School Council and Wellbeing Champions, which ensures pupils are consulted with and involved in their education.



Our pastoral team and Learning Mentors play a key role in ensuring that pupils are heard. Children with emotional needs might have a check-in with an adult or they may have regular sessions. This allows the pupils to speak with someone in a safe and comfortable environment.



## What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision made at William Reynolds Primary School and Nursery?

The process for all complaints is made available on our school website in our Complaints Procedures Policy.

## How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils at William Reynolds Primary School and Nursery and in supporting their families?

As a school, we recognise that the role of outside agencies and organisations is vital in supporting pupils with SEND. The SENDCo is responsible for coordinating such provision and governors monitor the cost and impact of the agencies that are involved.

Some of the agencies which we have used this past year include:

- Learning Advisory Support Teacher (LSAT)
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Educational Psychologist
- Sensory Inclusion Service (SIS), working with children with visual impairment and hearing loss
- School Nurse
- Strengthening Families
- Education Welfare Officer
- The Local Authority SEND Team
- Social Workers
- Information, Advice and Support Service (IASS)
- BeeU/CAMHS
- Behaviour Support Advisory Team (BSAT)

In addition, school has 7 Designated Safeguarding Leads (DSLs), of which 3 are new this year. They are able to carry out Early Help Assessments to access further support from health care professionals and services such as CAMHS and Family Connect.



## What are the school's arrangements for supporting pupils in transferring between phases of education or in preparing for adulthood?

At William Reynolds Primary School and Nursery, we understand that for children with SEND, moving to a new class, key stage or school can be particularly worrying. We would like to support children to make these steps as easily as possible.

### **Transition at the start of a new school year**

As most children join us in September, we hold a transition morning at the end of the summer term, in July. On this morning, children will meet their new teacher and class and they take part in fun activities, in their new classrooms. This allows children to put a face to new adults and helps to settle nerves.

### **Moving from nursery to school**

Pupils moving up from nursery to school are often already familiar with the school environment before they start.

If a child is moving to us from a different school or nursery, a tour can be made by booking an appointment at the school office. A member of staff might also complete a home visit. Where necessary, we may feel that it is appropriate for a child to have additional visits to their teacher and classroom on the lead up to starting, this will be assessed on a case by case basis. If a child has specific physical difficulties, it may be necessary to make additional visits to the school prior to a child's first day, in order to complete risk assessments, to ensure appropriate resources are in place and to perhaps train staff.

### **Transfer from a different primary school**

It is the responsibility of the previous school a child may have attended to transfer any relevant paperwork to their new school. For children with SEND, this will then be read by the school's SENDCo and passed to their new class teacher if necessary. If parents have any particular concerns they wish to discuss with either the SENDCo or class teacher, an appointment can be made, as this information and support is important to us.

### **Transition to secondary school**

Year 6 teachers and the SENDCo make appointments with the secondary schools to pass on any relevant information. If a child with SEND has any particular concerns about attending secondary school, we can also arrange





additional visits. Many secondary schools now also arrange additional sessions for children with SEND as a matter of course, which several pupils attended this year with great success.

### **Transition to a special school**

It is sometimes felt that the needs of an individual child cannot be fully met at a mainstream primary school and the decision may be made to transfer them to a local special school. This is only possible if a child has an Education, Health and Care Plan (EHCP) and is a joint decision between school, parents and the Local Authority. Places are very limited at special schools.

### **[Where is the information on the Telford and Wrekin's Local Offer published?](#)**

Telford and Wrekin's Local Offer aims to provide information on what services are available through local agencies including education, Health and social care.

You can access this information here:

<https://www.telfordsend.org.uk>



If you have any questions or queries in regard to this information, please contact the school's SENDCo, Miss Emma Shankland [emma.shankland@taw.org.uk](mailto:emma.shankland@taw.org.uk) or 01952 388280.