

	<p style="text-align: center;"><b>John Wilkinson Primary School and Nursery</b> <b>Special educational needs and disabilities report.</b> Updated September 2025</p>
---	--

## Introduction/ Overview

We are a welcoming, inclusive, mainstream primary school and nursery with 159 pupils on role in the school and 21 children on roll in the nursery. We work hard to ensure that our pupils reach their potential academically and socially in a caring environment. The school operates an open- door policy where we closely work with parents to support and inform them of their child's journey through school. The learning environment is adapted to cater for all of the children. We also have a wide range of resources available. We work closely with a variety of outside agencies to provide the best support and experiences for our children. We act on advice given to produce a specific package of intervention to meet individual needs. Parents are fully involved at every stage. We have a very experienced team to support our children led by the SENDCo.

We have a forest school area to help develop gross motor skills along with a range of equipment to improve coordination and manual handling. All children benefit from outdoor learning. We work closely with other settings at times of transition. Meetings are put in place to ensure information is shared. We put together a transition package including extra visits to a setting.

Our recent OFSTED report (March 24) states that;

*'Support for pupils with SEND is organised well. Effective systems ensure that any pupil who may need extra help is identified and supported. Leaders share clear information with staff, especially about how pupils should best be supported in lessons.'*

## Principles

The School's Special Educational Needs Policy is based on the following principles:

- that we have a commitment to work in partnership with integrated services for children and young people
- that all teachers are teachers of children with special educational needs, and have a responsibility to meet those needs with the advice and support of the school co-ordinator and external professional as appropriate.
- that all children are entitled to a broad, balanced and relevant curriculum
- that we acknowledge pupil's differing pace, styles of learning, previous experience, and we adapt accordingly allowing children to develop lively enquiring minds.
- that needs should be identified at an early stage, and progress monitored using a graduated approach and assessment system.
- that pupils with special educational needs are fully integrated into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school.
- that we develop an atmosphere of encouragement, acceptance and respect for others and their achievements, in order to promote self-esteem, worth and value.

We have 6 mixed age classes. There are 7 support staff. We currently have 28 children on the special needs register, seven of which have an Education Health Care Plan and one receiving Graduated Support. This document sets out how we plan to meet the needs of these pupils. These are all identified in our SEND register.

### **Identification and Assessment:**

The school follows Local Authority advice related to a graduated approach to identification, assessment, monitoring and review of children with special educational needs. This recognises a continuum of needs. This is recommended in the Code of Practice and is in line with LA policy. This should be seen as an ongoing process and as the responsibility of the class teacher (in consultation with the Head teacher/SENDCo.) It is the class teacher who is in a key position to observe a child's response in the classroom, who is able to recognise the child who is experiencing difficulties in learning, and who tries out different approaches to meet the child's needs.

Early identification, assessment and provision are viewed as very important. In order to identify pupil's individual special educational needs, and ensure appropriate provision, teachers are involved in both formal and informal screening methods. We carefully monitor the curriculum and obtain information from parents and use records from previous schools if appropriate.

### **How we consult with parents and carers of children with Special Educational Needs**

- Termly meetings with parents to discuss person centered plans/APDR cycles and general progress.
- We have an 'open door' policy where parents can meet with staff about concerns.
- We arrange for parents to meet with outside professionals in the school setting or a telephone conversation if preferred.
- The SENDCo will meet with parents to go through external agency reports.
- We have a range of reading materials for parents to access.
- We can sign post services to parents where needed.

### **How we consult with our pupils with Special Educational Needs**

- Children are involved in helping to create their own child friendly PCP plans and pupil voice is seen as important. Children are involved in reviewing their own progress.
- One- page profiles are created with the help of the child at the start of the year and reviewed as necessary. The one page profiles are available in a folder in each class so that new members of staff can be made aware of children with SEN swiftly.
- We investigate different learning styles and consult with children as to how they feel they learn best.
- We have a school council where children's voices are heard.
- We have a rigorous PSHE programme where children have time to think and speak. We ensure children of SEND do not miss PSHE lessons.

## **How we support our pupils at times of transition.**

### **From Nursery to the Reception class.**

- Home visits from the Reception teacher and teaching assistant or the Nursery manager.
- Weekly visits to the class from the school nursery during the summer term, so children get familiar with the setting and staff. The reception class teacher regularly visits the nursery.
- Meet with the early year's area SENDCo and parents if necessary.
- Meet with nursery staff to share PCPs and discuss successful strategies.

### **From class to class within school.**

- Children will have 'taster' sessions in their new class. Extra sessions can be arranged.
- Teachers liaise to share person centered plans and one-page profiles and other general information about a child. This will include how children may or may not cope well with change.
- Progress data is shared.

### **Transfer to secondary school.**

- Children will be visited by the year 7 coordinator in our setting.
- Children will have visits to secondary school. Extra visits will be arranged where necessary and will be supported by a teaching assistant and a more detailed transition plan may be drawn up.
- Year 7 coordinators and secondary SENDCOs are invited to annual reviews.
- Year 6 teacher, Head Teacher and SENCO will meet with the year 7 coordinator and secondary SENCO to share information. Visitors from secondary school will spend time in the year 6 class on these visits.

## **How we adapt our curriculum and learning environment to include pupils with Special Educational Needs.**

- Up to date access plan- disabled access, disabled toilet facilities etc. Where a child has specific physical difficulties, school will liaise with relevant outside agencies to adapt the learning environment.
- 'Chill out' zones within classrooms and the school in general where children can have some time to talk, work quietly or just have some space from others.
- Dedicated 'nurture' space where children can go with an adult when needed throughout the day.
- This year we have a classroom dedicated for children who need extra support. Primarily this is to support SEMH needs but can be used throughout the day for interventions. Our ELSA is based in this space. The room is called 'The Treasure Chest' which links to our class names and promotes a sense of belonging and being central to our school.
- We buy resources to support children where necessary, based on our knowledge of the child, our experience or on advice from outside agencies- e.g., writing slopes, stability cushions, pencil grips, cool kid's resources etc.
- Classrooms are well resourced but staff will ask the SENDCo to order any additional equipment or will ask the SENDCo for advice on any products that may be useful.
- Teaching assistants support children with SEN on a one- to- one basis or in small groups in each class.
- We follow advice from outside agencies and purchase resources that are recommended and also follow programmes that are recommended.

## Our Provision for pupils with SEND

### Communication and Interaction:

#### 1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>On home visits/ visits to preschool we find out if a child has had any involvement with SALT or if the parents/carers have any concerns.</li> <li>We observe children in class, at playtimes, lunchtimes etc.</li> <li>We use 'Stoke speaks out' as an initial assessment tool in Nursery and the Reception class if necessary.</li> <li>We then administer the 'Early talk boost' in the nursery, 'Talk boost' in Reception and key stage one and 'Talk boost for key stage two' further up the school.</li> <li>We look at progress through the EYFS development matters stages of development.</li> <li>We look at the impact that speech, language and communication needs is having on other areas of the curriculum and the child's general well-being.</li> <li>A person-centered plan might be appropriate for target setting and reviewing progress.</li> <li>Refer a child to SALT to get expert advice after 'Early Talk boost' / 'Talk Boost' has been administered and progress shows that extra support is needed.</li> <li>Review progress through a speech and language programme with outside agency guidance (e.g. Fluency team).</li> </ul>	<ul style="list-style-type: none"> <li>Follow advice from external agencies.</li> <li>Provide suitable trained teaching assistants to run speech and language programmes – 'Early Talk Boost' / 'Talk Boost'.</li> <li>Resources will be purchased to support children e.g., speech and language games, recording equipment etc.</li> </ul> <p><b>Receptive language issues:</b></p> <ul style="list-style-type: none"> <li>Make sure that instructions are simple and clear.</li> <li>Provide support for children to make sure that they understand what is expected.</li> </ul> <p><b>Expressive language issues:</b></p> <ul style="list-style-type: none"> <li>Build time in for children to take part in activities to develop expressive language</li> <li>Provide support for children through experienced teaching assistants in the class.</li> </ul> <p><b>Articulation of sounds issues:</b></p> <ul style="list-style-type: none"> <li>Children may have a specific speech and language programme to follow- trained teaching assistants will administer these programmes with children on a one- to- one basis or in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>Refer children to the speech and language service for support and advice.</li> <li>Provide trained teaching assistants to run speech and language programmes in school. This may be on a one- to- one basis or in small groups. ('Early Talk Boost', 'Talk Boost')</li> <li>One member of staff has completed the ELKLAN training.</li> <li>Private speech and language practitioners have worked in school if parents have requested.</li> <li>Nurture groups have been set up in school to give children time to work in small groups with an experienced adult.</li> <li>Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.</li> </ul>

## 2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• On home visits/ visits to preschool we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• We observe children in class, at playtimes, lunchtimes etc.</li> <li>• We look at progress through the EYFS development matters stages of development.</li> <li>• Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>• Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these.</li> <li>• Provide a person-centered plan which is reviewed termly.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide adaptations to the curriculum or style of teaching to cater for individual needs- e.g. giving clear, precise and direct instructions.</li> <li>• Give children support in the class so that they can make sense of situations (teaching assistant time would be allocated).</li> <li>• Use social stories in small nurture groups or on an individual basis.</li> <li>• Support would be provided for children if they needed some 'time away' from the classroom to pursue some more individualised learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer children to Woodlands outreach service for advice</li> <li>• Refer children to Educational Psychology service for advice</li> <li>• Refer to BEE-U for advice</li> <li>• Refer to 'Autism West Midlands' for advice and support</li> <li>• Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.</li> <li>• We are currently undertaking a project with a neurodiversity practitioner to ensure that all staff have a good understanding of the needs of neurodiverse children and how best we can support children in our care.</li> </ul>

**Communication and Interaction:**

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<b>1. General/Moderate Learning Difficulties</b>		
<ul style="list-style-type: none"> <li>On home visits/ visits to preschool we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>We observe children in class, at playtimes, lunchtimes etc.</li> <li>We look at progress through the EYFS development matters stages of development.</li> <li>Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>Refer to LSAT for additional support and advice.</li> </ul>	<ul style="list-style-type: none"> <li>Adapting to children by using different learning styles, for example, precision teaching, multi - sensory learning.</li> <li>Differentiating work</li> <li>Providing support from the teacher or teaching assistant in small groups or on an individual basis.</li> <li>Having children in target groups or booster groups within the class.</li> <li>Providing children with SMART targets.</li> <li>Providing support for pre- learning</li> </ul>	<ul style="list-style-type: none"> <li>Follow advice from outside agencies</li> <li>Purchase resources to support children.</li> <li>Support children through additional adult support in the classroom.</li> <li>Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.</li> </ul>
<b>2. Specific Learning Difficulties e.g. Dyscalculia, Dyslexia</b>		
<ul style="list-style-type: none"> <li>On home visits/ visits to preschool we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>We observe children in class, at playtimes, lunchtimes etc.</li> <li>We look at progress through the EYFS development matters stages of development.</li> <li>Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>Analyse year one phonics screening results.</li> <li>Referral to LSAT for support and advice</li> <li>One of our teachers is training to be a specialist dyslexia teacher</li> </ul>	<ul style="list-style-type: none"> <li>Follow advice from outside agencies</li> <li>Adapting to children by using different learning styles, for example, precision teaching, multi-sensory learning.</li> <li>Differentiating work</li> <li>Providing support from the teacher or teaching assistant in small groups or on an individual basis.</li> <li>Having children in target groups or booster groups within the class.</li> <li>Providing children with SMART targets.</li> <li>Providing support for pre- learning</li> <li>Providing a variety of resources to support learning above and beyond what is already in the classroom.</li> <li>One to one tutoring support</li> </ul>	<ul style="list-style-type: none"> <li>Providing a variety of resources to support learning above and beyond what is already in the classroom.</li> <li>Lesson observation by the LSAT – noting the individual learning styles of pupils.</li> <li>Providing support for parents by recommending resources to use at home.</li> <li>Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home.</li> </ul>

## Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• On home visits/ visits to preschool we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• We observe children in class, at playtimes, lunchtimes etc. Are children experiencing behaviour problems, are they withdrawn, attention seeking etc?</li> <li>• Get to know individual children well through working closely with all children in groups for example.</li> <li>• We look at progress through the EYFS development matters stages of development.</li> <li>• Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>• Refer to outside agencies for support for the child and family.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a personalised approach to learning for that child.</li> <li>• Providing support- having a designated adult to work with the child.</li> <li>• Develop resources to support children, e.g., a memory box in the case of bereavement</li> <li>• Having a calm area where children can go to think and talk.</li> </ul>	<ul style="list-style-type: none"> <li>• Refer to outside agencies as appropriate, e.g. Woodlands, BEE-U, bereavement counselling</li> <li>• Early help advice</li> <li>• Training children about E safety</li> <li>• Staff keeping up to date with new emerging priorities</li> <li>• Supporting families with multiagency involvement</li> <li>• Training is available from TaMHS (targeting mental health support) through their 'Think good, feel good' programme.</li> <li>• The SENCO has undertaken 'Nurture group' training along with a teaching assistant.</li> </ul>

## Sensory and/or physical:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<b>1. Hearing Impairment</b>		
<ul style="list-style-type: none"> <li>On home visits/ visits to preschool we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>We observe children in class, at playtimes, lunchtimes etc. Are children experiencing problems?</li> <li>Reception age children will have a hearing in school.</li> <li>Contact parents/carers if we feel there is a problem and ask them to take their child for a hearing test.</li> </ul>	<ul style="list-style-type: none"> <li>Children will sit closer to the teacher in lesson introductions</li> <li>Ensure that the child is looking at you before speaking- say the child's name first before speaking to them.</li> <li>Be aware of background noise in different environments that may affect hearing.</li> <li>Teaching assistant support may be needed to repeat instructions to the child.</li> <li>Providing more written instructions for the child to develop independence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>Follow guidance from hearing impairment service</li> <li>Children may attend fun club/cool kids for sensory integration</li> <li>Teaching assistant training for maintenance and checks for hearing aids</li> <li>Hearing loop is installed in the school hall</li> <li>Some staff members are trained in BSL and Makaton.</li> </ul>
<b>2. Visually Impaired</b>		
<ul style="list-style-type: none"> <li>On home visits/ visits to preschool we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>We observe children in class, at playtimes, lunchtimes etc. Are children experiencing problems?</li> <li>Reception age children will have a sight test in school.</li> <li>Contact parents/carers if we feel there is a problem and ask them to take their child for an eye test.</li> <li>Track pupil progress- refer to LSAT if appropriate</li> <li>Refer to sensory inclusion if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that children who wear glasses are clear about when they are to be used.</li> <li>Sit children in an appropriate place in the classroom.</li> <li>Provide work on coloured paper on recommendation from outside agencies.</li> <li>Provide coloured overlays to assist reading on advice from outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>Gain advice and support from outside agencies such as sensory inclusion</li> <li>Adapt the environment where necessary</li> </ul>



<ul style="list-style-type: none"> <li>• Monitor pupil's ability to track print.</li> </ul>		
<b>3. Physical Difficulties</b>		
<ul style="list-style-type: none"> <li>• On home visits/ visits to preschool we find out if a child has had any involvement with outside agencies or if the parents/carers have any concerns.</li> <li>• We observe children in class, at playtimes, lunchtimes etc.</li> <li>• We look at progress through the EYFS development matters stages of development.</li> <li>• Lesson observations, watching external coaches teaching PE</li> <li>• Liaise with the school nurse/ health visitor</li> <li>• Liaise with paediatrician</li> <li>• Liaise with physiotherapists/ Occupational therapists</li> </ul>	<ul style="list-style-type: none"> <li>• Provide suitable equipment for children on the advice of outside agencies, e.g. writing slopes, pencil grips, stress balls, specialised furniture.</li> <li>• Provide suitable activities to develop skills, e.g. Cool Kids as an extra activity.</li> <li>• Use the Shropshire Occupational therapy advice document for specific difficulties.</li> <li>• Ensure tables and chairs are the correct height.</li> <li>• Ensure that the environment is free from clutter and is tidy and organised.</li> <li>• Regular PE sessions with extra adult support and differentiated activities.</li> <li>• Forest school sessions for Foundation stage-encouraging skills such as climbing and balancing</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Occupational therapy</li> <li>• Shropshire OT pack</li> <li>• Recently, we have purchased 'Dough Disco' to implement in the Nursery and Reception class initially.</li> <li>• Follow specialist programmes from physiotherapists and occupational therapists.</li> <li>• Use of specialised equipment in classrooms</li> <li>• Teaching assistant support on an individual basis or in small groups</li> <li>• Relevant staff will complete manual handling training.</li> </ul>

### **How we involve parents and carers in the assessment and review process**

- Parents are notified if we have concerns through a meeting with the class teacher and SENCO.
- We talk through the steps we would like to take initially, e.g., monitoring the child in class, setting targets in the form of a person- centered plan.
- We gain permission to refer a child to an outside agency if we feel this is necessary and explain to parents/carers what we hope to gain from this.
- Notify parents of academic progress.
- Listen to the opinions of parents/carers
- Invite parents to discuss person centered plans and their reviews
- Meet with parents to discuss the reports sent through from external agencies.
- We suggest resources or activities that parents/carers could use at home to support their child.

### **How we involve our pupils with Special Educational Needs in the assessment and review process**

- Children are instrumental in writing child friendly person- centered plans with their class teacher.
- Children work with their class teacher to review their child friendly person- centered plan.
- Children are aware of their targets for improvement and systems are in place so that children know if they have achieved those targets.

### **How we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process**

- Pupil progress and tracking data provides some of the evidence of the effectiveness of SEN provision in the school.
- The SENCO monitors person centered plans and reviews to ensure that targets are realistic, achievable and relevant. Children are involved in the review of the person- centered plan and this information is reported back to parents and carers.
- Lessons are monitored by the Head Teacher, Deputy Head and SENDCo
- We monitor reports from outside agencies e.g. when the LSAT reviews the progress of a child.
- Local authority monitoring
- Pupil costed provision mapping
- Governors send questionnaires to parents
- Are our children happy and thriving?

### **How we ensure access to our facilities for all of our pupils**

See;

- Equality policy
- Access plan

We purchase equipment to support all children in the school. Equipment used on a daily basis may be stored in classrooms and there are central areas of storage for more specialised resources.

### **What activities are available to our pupils with Special Educational Needs, in addition to the curriculum?**

- After school clubs including (these change termly) - football, multi sports, dance, dodgeball, high five, cosmic yoga.
- Residential visit in year 6 to Arthog
- Outreach support facilitated via pupil premium

- Access to learning a musical instrument
- 

### **What support is available for our pupils with Special Educational Needs?**

- Pupils have support from highly trained and supportive staff.
- Pupils have access to a broad and balanced curriculum, which is tailored to suit individual needs.
- Pupils are referred to appropriate outside agencies when we feel that school has reached its level of expertise.
- Pupils are involved in setting their own targets through child friendly person- centered plans.
- Pupils have access to a wide range of after school clubs.
- Pupils have appropriate specialist equipment provided to support their needs.
- School supports families and sign posts organisations that may help children.
- School provides a caring and supportive environment where children's achievements and contributions are highly valued.

### **What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?**

- Training for 'Speed up'- a kinesthetic programme to develop fluent handwriting in key stage two
- Visits and support from outside agencies- SALT, OT, LSAT, EP, Behaviour support
- Early help training
- Child protection training
- Booster provision training
- E safety
- Advice from sensory inclusion services
- Training for the support of the hearing impaired and support for hearing aid maintenance
- Autism awareness training
- Precision teaching
- SALT training courses, training in school from speech therapist
- Nurture group training
- Attachment training
- PACE training with Dan Cumber

### **How we obtain the services, provision and equipment required by our pupils with Special Educational Needs**

We refer children to the following services

- LSAT
- Woodlands outreach service- learning, behaviour and ASD
- Educational psychology
- Sensory inclusion
- Education welfare officer
- Severndale outreach service
- Speech and language therapy services
- Occupational therapy
- Physiotherapy
- Early help

## SEN Report

- Megan Baker house- conductive education

We then act on advice from these agencies and purchase or hire resources if necessary.

### **If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs**

Please contact the school if you wish to talk to or make an appointment with:

- |                       |              |                   |
|-----------------------|--------------|-------------------|
| • Mrs Stephanie Beard | Head Teacher | Tel: 01952 882950 |
| • Mrs Tara Boam       | SENDSCO      | Tel: 01952 882950 |

To access the Shropshire Council Local Offer, please follow this link; <https://shropshire.gov.uk/the-send-local-offer/>

## **Appendix B – Additional Statutory and Recommended Information**

### **Admission arrangements for disabled pupils:**

We are committed to ensuring that all pupils, including those with disabilities, have equal access to our school. Admission arrangements are inclusive and comply with the Equality Act 2010. We work closely with families and external agencies to ensure appropriate support and reasonable adjustments are in place prior to admission.

### **Preventing less favourable treatment:**

In line with the Equality Act 2010, our school takes proactive steps to ensure that pupils with disabilities are not treated less favourably than other pupils. This includes making reasonable adjustments to the curriculum, environment, and school activities to promote inclusion.

### **Anti-bullying measures:**

We have a zero-tolerance approach to bullying. Our Anti-Bullying Policy outlines the procedures for preventing and addressing bullying, including specific measures to support pupils with SEND. The policy is available on our school website.

### **Glossary of terms:**

SEND – Special Educational Needs and Disabilities

EHCP – Education, Health and Care Plan

SENCO – Special Educational Needs Coordinator

PCP – Person Centred Plan

APDR – Assess, Plan, Do, Review cycle

TA – Teaching Assistant

LSAT – Learning Support Advisory Team

EP – Educational Psychologist

### **Annual updates and interim changes:**

This SEN Information Report is reviewed annually by the SENDCo. Updates are made throughout the year as soon as any significant changes occur, ensuring that the information remains current and accurate.