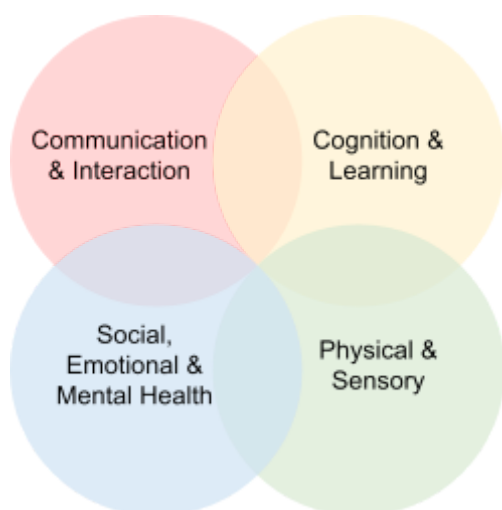




**Special Educational Needs and Disabilities (SEND)
School Information Report, School Based Local
Offer and Provision Map**

Approved by:	Sarah Mardell
Date:	July 2023
Next review due by:	July 2024

1. What are the areas of SEND that are supported at our school?

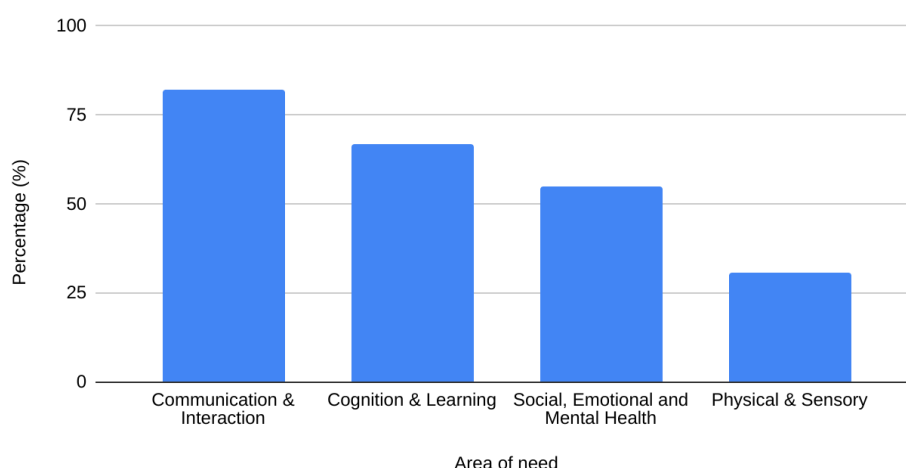


We provide support for all 4 areas of need as identified and described in the [Special educational needs and disability code of practice: 0 to 25 years](#). A child who requires SEND support will have needs that fall into one or more of these categories.

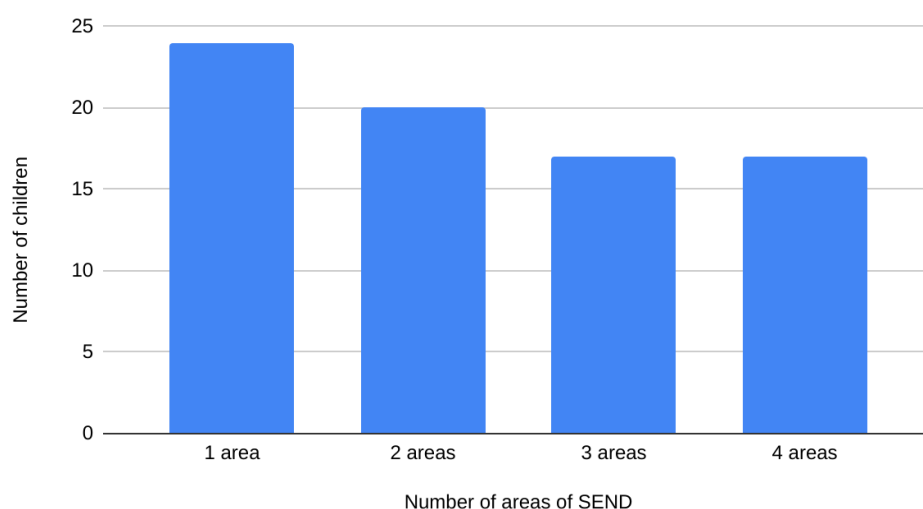
Our SEND profile.

At West Earlham Infant & Nursery School we have 29% children with SEND. The National average for Primary schools is 16%. The distribution of need across our school is shown below:

Percentage of children with SEND in each of the 4 areas of need



Number of areas of need for children with SEND at WEINS



2. How we identify SEND at West Earlham Infant & Nursery School

Each pupil's current skills and levels of attainment will be assessed at the start of the academic year (or on entry if mid year). Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

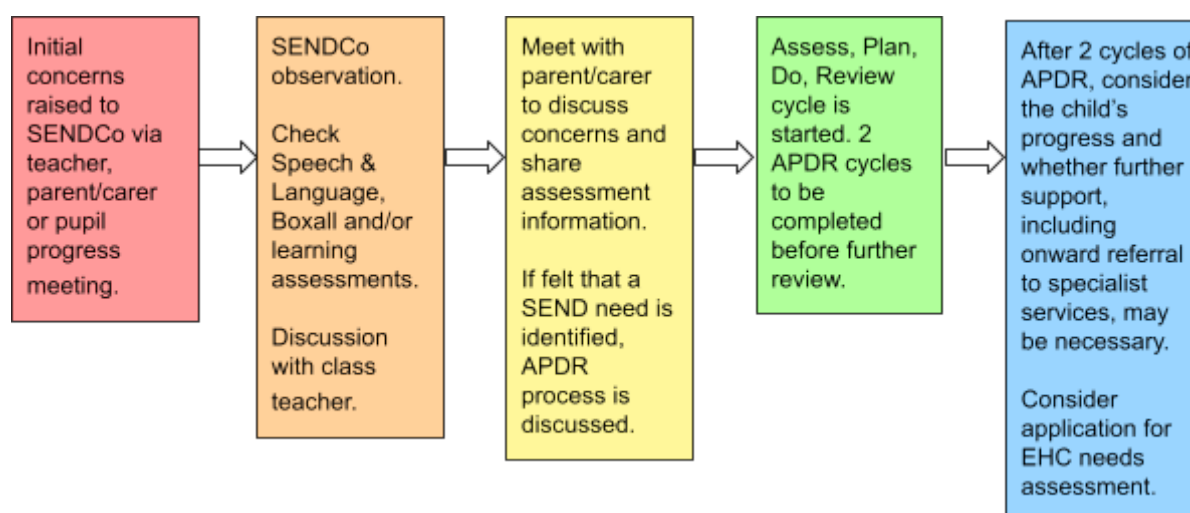
This may include progress in areas other than attainment, for example, social and emotional needs, physical development, or health needs.

Slow progress or low attainment will not automatically mean a pupil is recorded as having SEND. There are many strategies and things that can support a pupil which can be implemented as part of Quality first teaching, which is provided for all our pupils on a daily basis and will address the majority of our pupils' needs.

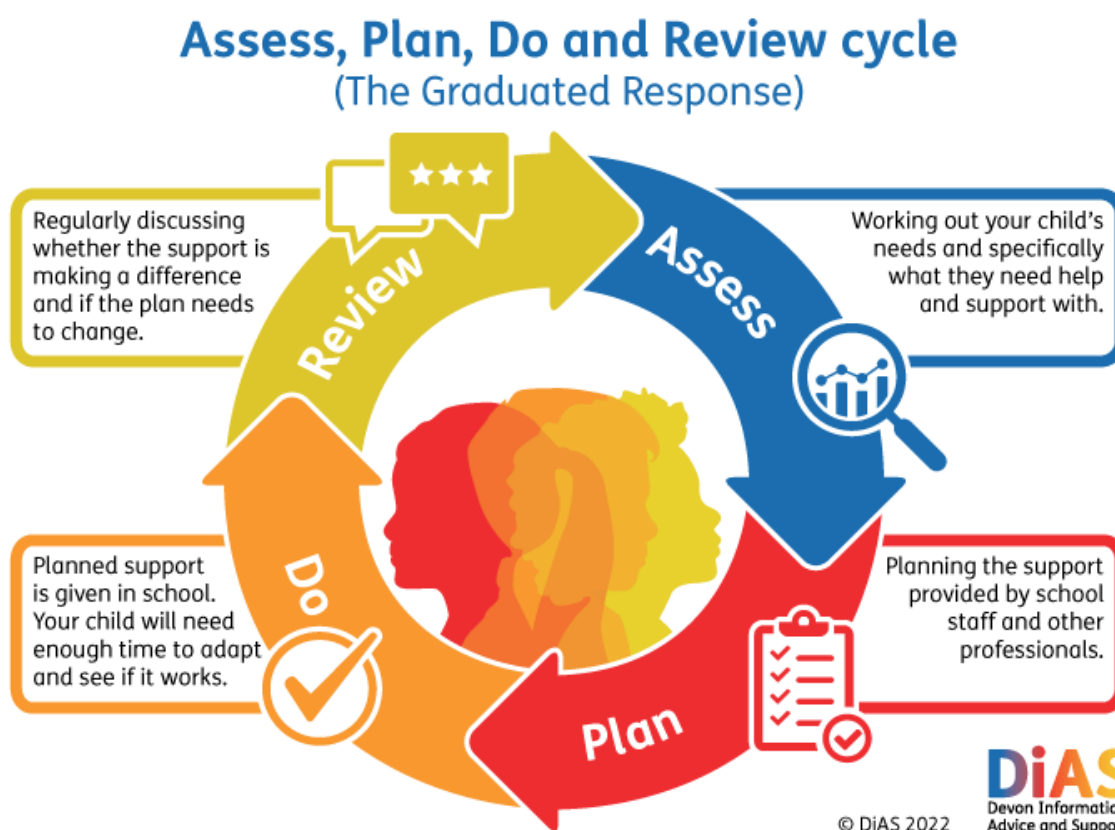
We have a range of assessment tools available within school that we can employ to support the identification of SEND. These include:

- NAPS - Norfolk Assessment Pathway
- Working Memory Rating Scale (WMRS)
- Boxall Profile
- WellComm Speech and Language Screening
- CLEAR Speech Sound Screening and Nuffield Dyspraxia Programme 3
- Teddy Talk Assessment
- New Reynell Developmental Language Scales (NRDLS)
- Test of Abstract Language Comprehension (TALC)
- Renfrew Action Picture Test (RAPT)
- British Picture Vocabulary Scale (BPVS)
- Renfrew Word Finding Vocabulary Test (RWFVT)
- Social Use of Language Programme and Assessment (SULP)
- Assessment of Comprehension and Expression (ACE)
- The First Assess Communication Tool (FACT) and First Assess Communication Tool Plus (FACT +)
- South Tyneside Assessment of Syntactic Structures
- South Tyneside Assessment of Phonology

Process of identifying SEND at West Earlham Infant & Nursery School



3. How do we assess and review effective provision for and progress of children with SEND?



Each pupil with SEND is identified as requiring support or provision that is additional to or different from that made generally for other children of the same age. The Graduated approach to SEND support is used by teachers to set targets for children and monitor progress through the year. The Graduated approach has four stages of action:

Step 1: Assess

A pupil's needs are identified so that the right support is given. The assessment may include:

- Asking parents and the pupil for their views
- Undertaking assessments and tracking progress
- Talking to professionals who work with the child

Step 2: Plan

- School and parents agree on the outcomes that the support is intended to achieve
- The plan and targets will be written down on our APDR template. This is so that everyone is clear what different, additional support is going to be put in place

Step 3: Do

- The planned support is put in place
- The teacher or key worker remains responsible for working with the child daily
- Everyone involved working with the child or young person will work closely together

Step 4: Review

- Support is reviewed at the end of the term
- Everyone who is involved in the process should decide together:
 - Whether the support is having a positive impact
 - Whether the outcomes have been, or are being, achieved
 - Whether new outcomes need to be identified
 - Whether the support needs to continue or different support needs to be tried

This cycle will then be repeated with new targets to build on any progress made. After review, if there are concerns that this process isn't supporting the child and expected progress isn't being made, there may be conversations about involving specialists in your child's area of need. These conversations will always involve the parents/carers from an early stage.

Where specialist support is needed we can access external services such as:

- Educational Psychologist - The Child and Educational Psychology Practice (CEPP)
- Specialist Teacher - The Child and Educational Psychology Practice (CEPP)
- Children and Adolescent Mental Health Team - CAMHS - Point 1
- EPSS - Core Consultation
- School 2 School Support
- NHS Speech and Language Therapy Service
- Alpha Inclusion
- SEN and Inclusion Team
- Norfolk Specialist Resource Bases (SRBs)
- Early Childhood and Family Services
- Just One Number / Just One Norfolk: Children and Young People's Health Services
- Norfolk County Council Inclusion Team
- Norfolk County Council Education and Family Service

4. Our School Provision Map

This is our provision map but please be aware that this reflects the needs of the pupils currently on roll. Wave 2 and 3 provision will reflect pupil needs, resources and available staff.

Wave 1	Wave 2	Wave 3
Quality first teaching is provided for all our pupils on a daily basis and will address the majority of our pupils needs.	This provision is targeted and is additional to what is provided for all children. This is normally in the form of small group interventions	This is targeted and personalised teaching for children with SEND who are identified as requiring additional support. This will be put into place for children who are not making progress through wave 1 or 2 provision.
Communication & Interaction		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> - Differentiated curriculum, planning, delivery, success criteria and outcomes - Structured school and classroom routines - Signalong (signing system) - Visual timetables - Talking partners - Talk for writing - Structured routines - Individual speech and language targets for work in class - Use of talking frames - Talking woodland schools - Thera-play language approach activities embedded in play - WellComm & Teddy talk (2 year olds) assessment - WellComm luggage labels to embed language activities in play (EYFS) - Increased visual support including 'Now and Next' boards, 'I'm working towards' boards and Core Boards - Modelling, repetition and extension of child's utterances 	<ul style="list-style-type: none"> - Early Talk Boost groups (Nursery and Reception) - Talk Boost groups (Reception and Y1) - WellComm Language small groups - Speech sounds groups - Listening & attention groups – 'Box Time' for specific curriculum areas - Teaching Children to Listen - Talkabout Social Skills groups - Language for thinking, (thinking skills programme) - Time to Talk - Phonological Awareness groups - PICTOYS receptive and expressive language groups - Colourful Semantics groups - Nuffield Early Language Intervention (NELI) has been used for the last two years - Blanks Levels group therapy - Termly SALT cafes run for parents of children with C&I needs giving opportunity to 	<ul style="list-style-type: none"> - In depth SLCN assessment and reports from WEINS Speech and Language Team - Individual speech and language therapy for receptive & expressive language, speech sounds and social use of language delivered by WEINS Speech and Language Team - Signalong support for individual parents - AAC Support, including Core Boards for parents - 1:1 coaching sessions with SALTs Emma Cane and Jess Henery for parents with children with communication and interaction needs - Contribution to multi agency meetings including in depth reports to paediatricians and NHS SALT team from WEINS Speech and Language Team - Assessment and therapy from Cambridgeshire Community Speech and Language team

<ul style="list-style-type: none"> - Listening and attention skills 'Box Time' - Word Aware approach - "Teaching children to listen" activities and monitoring for Early Years and for KS1 - rolling programme of Speech, Language and Communication Needs training for all staff - Talking Pictures to support conversations between parents and children based on Blanks levels 	<p>discuss children's progress and concerns and queries, but also an opportunity to demonstrate and practice strategies and approaches to help parents support their children's SLCN</p>	<ul style="list-style-type: none"> - Target Ladders used to monitor progress for children making less than expected progress - S2S support - Applications to and liaison with SRB's - EHCP application where necessary - Multidisciplinary team and key worker meetings.
Cognition & Learning		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> - Differentiated curriculum, planning, delivery, success criteria and outcomes - Visual timetables - Writing frames - Word and phonics mats - Access to technology including laptops and ipads - Phonics teaching which is carefully tailored to match the next steps for each child - Focused group work with class teacher - Small group support from a teaching assistant 	<ul style="list-style-type: none"> - Maths intervention groups - Read Write Inc intervention groups - Writing small group support - Additional reading with a volunteer or teaching assistant - Word banks - Working memory support 	<ul style="list-style-type: none"> - Educational psychologist services, assessment and advice - Specialist teacher observations and assessment - 1:1 Maths intervention - 1:1 Read Write Inc intervention - Visual/auditory memory activities - S2S support - EHCP application where necessary - Placement within our alternative provision - Mulberry class.
Social, Emotional & Mental Health		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> - Our PSHE/RHE & PSED curriculum underpins our whole school ethos. These are also taught as discreet sessions - Nurture principles - Whole school behaviour policy based upon restorative approach to behaviour - 'High 5' 	<ul style="list-style-type: none"> - ELSA sessions - Inclusion team - Social skills groups - Three houses/wishes and feelings - Family support worker on-site - Boxall assessment - group planning on common themes - Nurture UK support advice 	<ul style="list-style-type: none"> - Educational psychology services, assessment and advice - Boxall assessment - individual planning. - S2S support - Individual support packages with pupil support services including anger management, social skills - 1:1 TA support

<ul style="list-style-type: none"> - Whole class rules - Circle time - Class reward systems - Feelings charts in each class - Celebration assembly - Restorative approaches for family - Boxall profile assessment for all children - Parents representative meeting from each class to discuss worries, concerns, queries - Mirrors in classes so children can observe facial expressions and emotions 	<p>on planning provision for children with SEMH needs</p>	<ul style="list-style-type: none"> - Individual reward systems - Drawing and talking - Social stories - Involvement of CAMHS and other mental health services - Adapted timetable for individual children - ELSA sessions - Working on Worries CBT programme with parent with a child with anxiety - Collaboration with Health Visitor (for children under 5 years old) - Inclusion team individual support - observation, advice and planning. - Placement within our specialist alternative provision within school - Mulberry class. - EHCP application where necessary
Physical & Sensory		
Wave 1	Wave 2	Wave 3
<ul style="list-style-type: none"> - Flexible teaching arrangements - Staff aware of physical implications of physical impairment - Sensory equipment such as textural resources, sensory tents, balance equipment, wobble cushions, ear defenders - Wide range of apparatus and large outdoor equipment to encourage physical development - Adapted scissors - Access to specialist sports coaches 	<ul style="list-style-type: none"> - Small group fine motor skills development - Additional handwriting support - Access to equipment e.g pencil grips, adapted scissors - Hearing loop holes - Adapted cutlery - Adapted menu for children with eating difficulties - Eating and drinking assessment through CCS - Small group Sensory circuits 	<ul style="list-style-type: none"> - S2S support - Advice/equipment/training from sensory support team - Advice/equipment/training from access through technology team - Support from occupational therapy services and Physiotherapy services - TA support during PE/Outdoor learning - School nursing team support - Specialist eating and drinking advice from CCS - Individually sourced sensory resources to be used within provision e.g. Chewlery, elasticated bands around chair legs, weighted suitcases to pull along - EHCP application where necessary

5. Interventions

Below is an outline of the additional interventions we may use with pupils.

Communication & Interaction					
Intervention	What is it?	Why use it?	With whom?	How often?	Anticipated impact?
Early Talk Boost	Adult-led language group that uses the ICAN Jake and Tizzy books and puppets for lots of fun activities. For children aged 3-5	To support Attention and Listening, Receptive and Expressive Language skills	Small Group	3 x per week	Increased attention and listening, receptive and expressive language skills
Talk Boost	Adult-led group language group for children aged 4-7 using ICAN's Talk Boost Materials	To support listening and attention skills, the building of vocabulary, the building of sentences, telling stories and having conversations	Small Group	2 x per week	Increased attention and listening, receptive and expressive language skills
Speech sound therapy	Adult-led therapy sessions using sound symbols and lots of different games and activities	To support the use of clear speech sounds	Individual	1-2 times per week	Clearer speech
WellComm Language Groups	Adult-led activities using the 'Big book of little ideas'	To support the development of receptive and expressive language skills	Small Group	Weekly, plus generalisation in class	Increased receptive and expressive language skills
Phonological Awareness	Activities from the 'Ultimate Guide to Phonological Awareness'	To develop phonological awareness skills such as the number of syllables in a	Small Group	Weekly plus generalisation activities in class	Increased awareness of sounds and patterns of sounds

		word, identifying rhyming words and the first and last sounds in words			
Listening & attention, including Box Time	Highly motivating activities that engage and then develop attention skills and then support children to move the focus of their attention from one person or place to another	To support children to develop joint attention to adult-led activities in a group setting	Group	Daily or Weekly as needed	Increased attention and listening skills
Blanks levels	Using real books, children are asked questions or given instructions that are graded according to the level of concrete or abstract language used	To support the understanding of increasingly abstract language	Small Group	Weekly with generalisation activities back in class	Increased understanding of concrete and increasingly abstract language
PICTOys	Really engaging velcro based activities that require the child to listen then move objects in a picture	To support the development of receptive and expressive language and the understanding of concepts	1:1 or Small Group	Daily, or weekly as needed	Increased receptive and expressive language skills
Language for Thinking	Children use a different picture every week and answer graded questions	To support the development of language for problem-solving and thinking	1:1 or Small Group	Weekly plus generalisation activities in class	Increased problem-solving skills

	based on the Blanks model				
Talkabout social skills	Fun activities based on skills needed for building relationships. For 5-7 year olds	To support the development of self esteem, awareness and confidence in group settings	Small Group	Weekly plus generalisation activities	Increased levels of confidence in social groups
Time To Talk	Fun friendship activities for 4-5 year olds	To support social interactions and to develop oral language skills	Small Group	Weekly, plus generalisation activities	Increased social interaction skills
Colourful Semantics	Picture and photo based activities to support children to use a range of sentence structures	To support expressive language skills at sentence level	1:1 or Small Group	Weekly plus generalisation activities	Able to talk in sentences

Cognition & Learning					
Intervention	What is it?	Why use it?	With whom?	How often?	Anticipated impact?
Read Write Inc	Repeated rehearsal/over learning	To reinforce key learning and provide repeated rehearsal/over learning opportunities	Small group or 1:1	Weekly x 3 (KS1) Daily (YR)	Increased familiarity with key knowledge
Maths	Individual NAP targets	To reinforce key learning of core mathematical skills at appropriate level	Small group or 1:1	Weekly x 3 (KS1)	Increased familiarity with key knowledge and skills
Writing	Individual NAP targets	To reinforce key learning at appropriate level	Small group or 1:1	Weekly x 3 (KS1)	Increased familiarity with key knowledge and skills

Reading	Sharing a story (YR) or Reading out loud (Y1/2)	To provide extra opportunity to practise and consolidate reading skills	1:1	Weekly	To make progress with reading skills
Mulberry class	Intensive support for children with a range of SEND needs	To support the inclusion and transition of children who require extra support	Teacher led with 2 specialist TAs	Daily full time or on child's own timetable depending on need	To develop skills and knowledge in a targeted, specialist environment.

Social, Emotional & Mental Health					
Intervention	What is it?	Why use it?	With whom?	How often?	Anticipated impact?
ELSA	Emotional Literacy Support sessions	To support children to develop their emotional literacy and social skills	1:1	weekly	To improve emotional literacy awareness and strategies
Working on Worries	Programme for parents to develop CBT skills to support child anxiety	To enable parents to support their child with anxiety	1:1	weekly	To develop skills in managing anxiety
Mulberry class	Intensive support for children with a range of SEND needs	To support the inclusion and transition of children who require extra support	Teacher led with 2 specialist TAs	Daily or on child's own timetable	To develop skills and knowledge in a targeted, specialist environment.
PSHE	Small group activities working on sharing and turn taking	To support development of social skills	Small group	weekly	To improve social skills in the school environment and develop friendships

Physical & Sensory					
Intervention	What is it?	Why use it?	With whom?	How often?	Anticipated impact?
Sensory Circuits	A sequence of physical activities designed to alert, organise and calm.	To support children to regulate and organise their senses to allow them to better access learning	Small group or individually	As required	To energise and settle children so they can focus and engage better in the classroom.
Sensory snack boxes	Individual provision of sensory resources	To support individual sensory needs to aid self regulation	individually	As required	Improved sensory regulation
Occupational Therapy	Individual activities or sessions as required	To support the ability to perform everyday activities and tasks	1:1	As required	The ability to achieve outcomes and support for mental and physical health

6. Staff Training

At school we value the importance of CPD to ensure effective practice. Our staff have completed training in the following areas:

- Element 3 Funding Workshop
- Precision Teaching training by CEPP
- Developing an Outcomes-based Approach to SEND
- SENCo Network meetings
- Safeguarding annual update
- Communication Champion training
- SALT training on Information Carrying Words and Blank's Levels of Questioning
- SEND training on Assess, Plan, Do, Review cycle and Education Health Care Plans
- Overcoming barriers for children with SEND children at risk of harm
- Writing high quality PEP's for children in care.

7. Preparing for the Next Step

Transition is a part of life for all learners. This could be to a new class in school, having a new teacher, or moving on to another school. West Earlham Infant & Nursery School is

committed to working in partnership with children, families and other providers to ensure positive transitions. Planning for transition is a part of our provision for all learners with SEND, including children with EHCP's. We work closely with feeder schools to ensure there is a thorough handover of all relevant information including successful strategies, known triggers/barriers to learning and all relevant documentation. We facilitate a bespoke transition plan for children who need an approach tailored to meet their needs. We also organise meetings between the feeder school and parents to ensure their questions are answered and they are able to discuss their child with staff who will be supporting their child.

8. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?

- Acting Head Teacher - Mrs Jade Hunter
- Acting Assistant Head Teacher with responsibility for SEND - Mrs Maddy Marriage
- Speech and Language Therapist - Mrs Emma Cane
- Speech and Language Therapist - Mrs Jess Henery

They are responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to ensure all children receive a consistent, high quality response to meeting their needs in school and removing barriers to learning.
- Updating the school's SEND register, termly.
- Providing specialist support for staff in the school so they can help every child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting the class teachers to write SEN targets through the graduated approach - Assess, Plan, Do, Review that specify the targets set for your child to achieve.
- Organising and facilitating training for staff so they are confident in meeting a range of needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be interventions, additional support, adapting resources) and discussing amendments as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned interventions and meeting the child's targets
- Ensuring that parents are:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - involved in reviewing their progress
 - part of planning for their future education.
- Liaising with other professionals who may be coming into school to support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.