

School Information Report (School Local Offer) – Wadsworth Fields Primary School

1. What kinds of special educational needs does the school/setting make provision for?

At Wadsworth Fields Primary School we make provision for children with a range of SEND, including Dyslexia, Dyspraxia, Autism, and social and emotional difficulties, to access a broad and balanced curriculum.

2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Your child's progress is continually monitored by his/her class teacher. His/her progress is reviewed formally every term and compared to National Expectations. The school uses an electronic assessment tool to show levels of attainment which helps the school to measure the progress of all pupils. If your child is not meeting national expectations, we adopt a 'graduated response' to their individual needs. The child's class teacher will keep a log of any in-class concerns and then speak with the SENDCo to discuss how we could improve provision and give extra support to identified children. Their progress is then monitored closely and they may well be entered into intervention groups. Parents will be informed either at parents evening or within an informal meeting if we feel their child is in need of a program of support. If you think your child may have special educational needs, we would encourage you in the first instance to contact their class teacher.

3. How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

Our assessment system closely monitors and evaluates the effectiveness of all the interventions we provide for our children. Pupils are also asked for their views on the interventions/activities they access. Provision is bespoke and is adapted to individual needs.

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

All children are regularly assessed against national expectations. Any areas of difficulty a child may have will be discussed with parents at termly parents meetings or sooner if necessary. Class teachers are available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. The headteacher and SENDCo are also available to discuss your concerns and/or your child's support. Any information from outside professionals will be discussed with you and reports will be shared. School Support Plans, if appropriate, will be reviewed and shared with parents. When this is considered to be appropriate, a home/school contact book may be used to support communication with you.

c) What is the school's approach to teaching pupils with special educational needs?

At Wadsworth Fields we hope that all children, including those with SEND, will reach their potential and become the best that they can be. We have an ethos of inclusion and whenever possible, and if appropriate, children with SEND are taught within the classroom alongside their peers. We aim to use a variety of strategies, interventions, teaching styles and environments which enable us to respond to the diverse needs of our children.

d) How will the curriculum and learning be matched to my child/young person's needs?

Wadsworth Fields provides a broad and creative curriculum. We follow the new National Curriculum, within which we endeavour to engage and challenge all learners using a wide range of activities that match our children's diverse and specific needs. Trained support staff work closely with the teacher to plan appropriate support to meet the needs of your child. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.

e) How are decisions made about the type and amount of support my child/young person will

receive?

If regular assessments show that a child is not making expected progress over a period of time, discussions would take place between the class teacher and the SENCo in order to identify specific areas of difficulty. Appropriate interventions are chosen in order for them to make progress and aim towards 'narrowing' any gaps in learning. During this time the teacher will keep a log of difficulties identified and interventions that have been tried. If concerns continue then advice may be sought from outside agencies. Parents would be asked for their consent before discussing their child with outside agencies.

f) How will my child/young person be included in activities outside the classroom, including school trips?

We aim to ensure that all children will be able to access curriculum enrichment and extra-curricular activities and school trips. Arrangements for extra staff will ensure that appropriate supervision for individual children with SEN is provided. Where appropriate a risk assessment is carried out for specific individuals to ensure the health and safety of everyone. If appropriate, parents may be contacted to discuss individual arrangements for their child.

g) What support will there be for my child/young person's overall well-being?

We aim to create a holistic school environment where all children feel valued and safe. We recognise that some children may experience emotional difficulties and we can offer a range of strategies to support their well-being, for example some children may access Managing Emotions sessions with our ELSA or attend sessions with the Mental Health Support Team. Parents workshops are also run by the Mental Health team. Sometimes, with parental agreement, we may seek advice from outside agencies such as CAMHS or the Schools Behaviour and Attendance Partnership, or make referrals to initiate further emotional support.

4. Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

The school SENCo is Miss Julie Hodgkinson.

Contact via the school office – T: 0115 9496720 E: office@wadsworth.notts.sch.uk

5. What training have staff supporting special educational needs had and what is planned?

Miss Hodgkinson has The National SENDCo Award.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as supporting children with Social, Emotional & Mental Health issues and attachment training. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Physical Disability Service. Staff have also attended training relating to the following – dyslexia and assessment, AET Autism Progression Framework, Bereavement support, communication and interaction support and Autism.

What specialist services and expertise are available or accessed by the setting/school?

- A team of teaching assistants with a variety of support experience.
- Family SENCo
- Primary behaviour support team
- Mental health team
- Paediatricians
- HRET
- Social Care
- Family Service
- School and families specialist services
- Understanding Autism and ADHD
- Educational Psychology Service
- Speech and Language Therapists

- School Nurse
- Occupational Therapy
- CAMHS
- Learning Support advice
- Behaviour Support advice
- V.I. advice (visual)
- H.I. advice (hearing)

6. How will equipment and facilities to support pupils with special educational needs be secured?

SEN resources are stored centrally in school so they are accessible to all members of staff. Bespoke/personal resources are kept in individual classrooms for specific children. Additional resources, equipment and furniture can also be provided by the local authority.

How accessible is the school/setting?

The building is accessible to children and adults with physical disability via ramps.

- A disabled parking space is available in the car park.
- A ramp ensures wheelchair access from the car park into the main entrance
- There is a ramp in the main corridor to ensure wheelchair access to the whole school and playground.
- A disabled toilet.

7. What are the arrangements for consulting parents of pupils with special educational needs?

How will be I involved in the education of my child/young person?

If your child has been identified as not making expected progress, this will be discussed with you in more detail at parents evening or at an information sharing meeting. We value the views of parents who we believe play a crucial role in supporting their child if they have difficulties. These meetings provide opportunities to;

- listen to any concerns you may have
- If appropriate, discuss a 'support plan' that will support your child's area(s) of difficulty
- discuss with you any referrals to outside professionals to support your child's learning

8. What are the arrangements for consulting young people with SEN and involving them in their education?

When appropriate children are invited to progress meetings. During which they can share their views on their progress and help to set their new targets. All children with SEN are asked their views prior to the meetings and these are then shared with parents and all other attendees.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the head teacher or SENCo, who will be able to advise on formal procedures for complaint.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The governors of the school encourage parents to utilise the Nottinghamshire County Council's 'Local Offer' which provides information about a wide range of services for children with additional needs and their families. All governors have access to the termly headteachers report which includes a section

written by the SENCo. The governing body has identified a governor who has specific oversight of the school's provision for pupils with SEN.

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

As a school we will endeavour to inform parents/carers about the help/support in the local area. This will be done on several levels:

Our school website signposts parents/carers to the Nottinghamshire County Council Local Offer. This is a website created by Health, Social Care and Education partners and informs parents about a wide range of services that they may be able to access.

We have a parent's notice board, on the school playground, with details of local support groups.

Weekly school newsletters often carry information of local support groups.

Leaflets and posters are displayed.

12. How will the school/setting prepare my child/young person to:

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

i) Joining/leaving the school?

If your child is moving from or to another school:

- We will contact the school SENCO and ensure we have a full and comprehensive overview of your child's needs
- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- A 'buddy' will ensure your child will have a familiar, friendly face to support their first few days in school.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

- We have very close links with early years providers in the local area
- Nursery staff complete home visits to new starters in the term prior to starting.
- Extra visits to new classes are organised and, if appropriate, transition books are created that include photos of new staff and learning environments.
- We have parents' information meetings to inform parents of any information they need to know about their new year/phase.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
- All support plans will be shared with the new teacher.
- Opportunities are made for parents to meet new teachers/support staff PRIOR to their child's move.
- If your child would be helped by a book to support them understand moving on then it will be made for them.
- We have parents' information meetings to inform parents of any information they need to know about their new year/phase.

In Year 6:

We have very strong links with our feeder secondary schools

- The SENCo will arrange and attend transition meetings with the SENCo of their secondary school.
- Your child will complete focused learning about aspects of transition to support their understanding of the changes ahead.
- All electronic assessments and files are passed on to the feeder schools to ensure they are aware of all of the children needs. The SENDCo meets with the feeder school SENDCo for a thorough hand over regarding key children and their needs.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- We signpost/encourage parents to attend parents' information meetings held at your child's new secondary setting.

iii) Prepare for adulthood and independent living?

We provide pupils with opportunities to develop a range of life skills and experiences to equip them for the future. We promote both independence and teamwork through encouraging participation in decision making, team work tasks, enterprise activities and school performances. In PSHE lessons we explore themes such as tolerance, friendships, resilience, managing emotions and understanding other viewpoints.

13. Where can I access further information?

Our SEN Policy is available on the school website. It gives further information about how we meet the needs of children with SEND in our school. It explains in greater depth our Graduated Approach to the identification of children with SEN and the provision we put in place to support their needs.

website: <https://www.wadsworthfieldsprimaryschool.co.uk>

email: office@wadsworth.notts.sch.uk

Review Autumn 2026