



# Wormholt Park School

## SEN Information Report 2024 - 2025

*Questions and answers for parents and carers*

### 1. Who are the best people to talk to at Wormholt Park Primary School about my child's difficulties with learning, special educational needs or disability?

- In the first instance, it is always best to talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with the school SENCo (SEN Coordinator). You may wish to arrange a meeting with him/her.
- If you continue to have concerns, you may wish to arrange to discuss these with a member of the Senior Leadership Team: Nadia Osta, Natisha Virdee, Anika Hargie.

### 2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and/or arrange a further time to discuss the concerns.
- The class teacher will also talk to you about any issues at a parent/carer consultation meeting (these are held three times a year).
- The SENCo or another member of the leadership team may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.
- If the school are concerned about your child's learning, special educational needs or disability, and are putting in some form of support to help your child access their learning, then you will be informed at parent/care consultation meetings or by the SENCo.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At Wormholt Park School we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that your child's views on any difficulties they may experience with their learning form an essential part of the process.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and other professionals when necessary.
- If your child has an identified special educational need the parent/carer consultation meeting with your child's class teacher will include discussions about strengths, areas for development, current progress, support strategies being used and expected outcomes. The SENCo may be involved in some of these meetings.
- If your child has an *Education, Health and Care Plan* (EHCP), you and your child will both be encouraged to share your views at the Annual Review.

4. How does Wormholt Park School ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At Wormholt Park School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher. This will include quality assessment of your child's needs, planning to meet these needs and evaluation of these strategies and their success in supporting your child to do their best.
- The school staff (teaching and support staff) participate in a wide range of professional development to ensure there is the appropriate expertise to support children with SEND.
- The school uses expertise from professionals within the school, advice and support from professionals from outside organisations and providers and accesses a wide range of external training opportunities. These include:
  - Local Authority Training
  - Training and Outreach teams
  - Speech and Language Therapy training
- In response to particular needs, individual training is arranged when necessary.

## 5. How will the curriculum and the school environment be matched to my child's needs?

- At Wormholt Park School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher, who takes responsibility for planning an appropriate curriculum offer for your child.
- We carefully plan our curriculum to match the age, ability and needs and interests of all children.
- The class teacher will, whenever necessary, adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies, use specific resources and adapt outcomes to meet your child's learning needs and ensure they are successful.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Wormholt Park School regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.
- Large classrooms enable disabled access to be offered for wheelchair users.
- The school is able to make adaptations to the environment to cater for the needs of children with visual or hearing impairment.
- The school provides an extensive range of specialist resources which can be used to adapt and enrich the curriculum for children with SEND. These include: resources for the development of fine and gross motor control, resources to support speech and language, a range of games to support emotional and social needs and practical materials to support learning needs.

## 6. What types of support may be suitable and available for my child?

The school has a wealth of resources and support to offer. These are used to respond to the specific nature of the needs and difficulties that your child experiences with learning. We want to work with you to ensure that our education provision matches the needs of the four broad areas of need, as defined in the SEN Code of Practice 2014;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

At Wormholt Park School, we have a 3 tiered approach to supporting a child's learning.

- **Universal** – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.
- **Targeted** – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes. Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.
- **Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be an EHC Plan.
- The current interventions provided at Wormholt Park School include are extensive and are listed in detail at the end of this document.

## 7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed regularly in response to your child's needs.
- External agencies and specialists may also be involved in the review of your child's progress and adapt their planning accordingly.
- At Wormholt Park School we believe that parents and children are at the centre of any provision that is made to support a child with their learning outcomes. We want to work with you to ensure that your child makes the best progress.

## 8. What is an EHC Plan and who can request one for one for my child?

The purpose of an Education, Health and Care Plan (EHC Plan or EHCP) is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood.

An EHC Plan will contain:

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate) and/or the school, usually the SENCo, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

## 9. How will you help me to support my child's learning?

- We will provide you with home learning to help your child make the best possible progress, offering you support if you need this.
- In addition, we will offer suggested strategies or activities for you to do at home to support your child's learning and meet their needs.
- We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- If your child has an identified special educational need, the parent/carer consultation meetings with your child's class teacher will include discussions about strengths, areas for development, current progress, support strategies being used and expected outcomes. The SENCo may be involved in some of these meetings.
- The SENCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child, i.e. Educational Psychologist, Speech and Language Therapist, Occupational Therapist, etc.
- We actively encourage parents and carers to approach us if they feel more support is needed. This is a partnership.

## 10. How is support allocated to children and how do they move between the different levels of support in school?

- Wormholt Park School receives funding from the Local Authority. These funds include money to support the learning of children with SEND.
- The Head Teacher, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Head Teacher, the Senior Leadership Team and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

**11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?**

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

**12. What support will there be for my child's happiness and wellbeing at Wormholt Park School?**

- At Wormholt Park School we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's class teacher, the teaching assistants and the SENCo are available to provide support to match your child's needs.
- We have additional resources to support children's emotional wellbeing including an art therapist and emotional literacy support assistant (ELSA)
- You should also feel free to contact your child's class teacher if you have any concerns.

**13. How is my child included in all the same activities as his/her peers at school?**

- Wormholt Park School is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, before and after school provision, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEND are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

#### 14. How will Wormholt Park School support my child in transition stages?

- If your child has SEND, we liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child when they join Wormholt Park School.
- While your child is at school, we will take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies. Handover meetings are conducted at transition points for smooth and thorough liaison to take place between staff members. Your child will have opportunities to spend time with new staff to ensure continuity and to build a rapport.
- We make arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

#### 15. If I have any other questions about my child at Wormholt Park School who can I ask?

At Wormholt Park School we are very happy to speak to you about any aspects of your child's education.

It is best to speak to one of the following in this order;

- Your child's class teacher
- The SENCo – Samantha Everett
- A member of the Senior Leadership Team – Nadia Osta, Natisha Virdee
- The Headteacher – Anika Hargie





# Wormholt Park School

## Whole School Provision Overview

### 2024 -2025

Intervention	Provided By	Description	Code of Practice Broad Area of Need
<b>Speech &amp; Language Therapy</b>	External	Two Speech and Language Therapists (1x mainstream 1 x EYFS) work with children with specific language impairment or delayed/disordered speech and language development. Therapists also work with Teaching Assistants and Teachers to offer guidance and strategies for working with children in the classroom or in small groups.	Communication and Interaction
<b>Physiotherapy</b>	External	Physiotherapy is provided by external therapists and supported by teaching assistants. Physiotherapists help children affected by injury, illness or disability through movement and exercise, manual therapy, education and advice.	Sensory and/or Physical Needs
<b>Hearing Impairment Support (SLIT team)</b>	External	Hearing Impairment specialists offer advice and support for our children who have a hearing impairment. A Teacher of the Deaf supports children in the classroom and through direct teaching.	Communication and Interaction
<b>Visually Impaired Support (SLIT team)</b>	External	A specialist teacher visits the school to offer support to children with visual impairment as well as offering guidance to Teachers and Teaching Assistants on working with those children.	Sensory and/or Physical Needs
<b>Art Therapy</b>	External	Weekly therapeutic support for vulnerable pupils who are experiencing a range of social, emotional and behavioural difficulties. 1:1 sessions provide a safe place for pupils to express their thoughts and feelings, to come to terms with the sources of their distress and develop greater emotional resilience. The particular focus on art-based processes; the use of materials, shared consideration of images made in sessions, and safe storage of these images for the duration of the therapy, provide a valuable channel for making sense of complex emotional material which may not be readily susceptible to verbal expression.	Social, Emotional and Mental Health Difficulties
<b>Educational Psychology</b>	External	Educational psychologists help children or young people who are experiencing problems that hinder their successful learning and participation in school and other activities. Educational psychologists tackle challenges such as learning difficulties, social and emotional problems, and issues around disability as well as more complex developmental disorders. They work in a variety of ways including observations, interviews and assessments and offer consultation, advice and support to teachers, parents, well as the young people concerned. They research innovative ways of helping vulnerable young people and often train Teachers and Teaching Assistants.	All areas
<b>Jack Tizzard Outreach Inclusion</b>	External	Jack Tizzard School provides support and advice to mainstream schools in order to support children who have special educational needs and/or physical disability. This includes establishing regular opportunities for personnel to share expertise about meeting the needs of pupils with disabilities. Assisting staff to understand the learning needs and characteristics of their pupils with SLD/PMLD.	All areas

		<p>Determine and compare identified learning needs to see if: Individual learning programmes are being effectively addressed teaching materials, environmental arrangements, timetabling of activities, classroom routines, content, approaches, or settings require modification.</p> <p>Provide ongoing support for the implementation of new practices.</p>	
<b>Occupational Therapy</b>	External & Teaching Assistants	Occupational Therapy can help children with various needs improve their cognitive, physical, sensory, and motor skills and enhance their self-esteem and sense of accomplishment. Our trained Special Needs Assistants also provide regular OT support to children.	Sensory and/or Physical Needs
<b>Additional Reading</b>	External	Volunteers from the Beanstalk visit the school each week to read with children who have been targeted for additional support. Volunteers have been trained to listen to children read and offer strategies to develop reading skills.	Cognition and Learning
<b>INSpire</b>	External	<p>The INSPIRE Service supports both mainstream primary and secondary schools manage high-functioning students with autism.</p> <ul style="list-style-type: none"> <li>• Training and support for staff in understanding autism</li> <li>• Observation and evaluation of students and their ability to learn in specific learning environments</li> <li>• Guidance in preparing for and delivering lessons to pupils with ASD</li> <li>• Guidance in creating an appropriate physical environment within a classroom or within the school for children with ASD</li> </ul>	All areas
<b>Phonics Skills</b>	Teaching Assistants	Children who are identified in their phonics lessons as requiring additional support with phonics in EYFS and KS1 attend immediate 'fluid' interventions. This may consist of only a few extra sessions to embed a few phonemes. If children require more support than this, they will receive regular targeted interventions. Children in KS2 who require phonics support will attend regular targeted interventions.	Cognition and Learning
<b>Catch Up Reading</b>	Teaching Assistants	A structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers. Catch Up Literacy uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.	Cognition and Learning
<b>Catch Up Numeracy</b>	Teaching Assistants	<p>Catch Up Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners. Catch Up Numeracy involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy:</p> <ul style="list-style-type: none"> <li>Counting verbally</li> <li>Counting objects</li> <li>Reading and writing</li> <li>Hundreds, tens and units</li> <li>Estimation</li> <li>Word problems</li> <li>Translation</li> <li>Remembered facts</li> <li>Derived facts</li> <li>Ordinal numbers</li> </ul> <p>It is suitable for all struggling learners whose Number Age is significantly below their Chronological Age and is designed for use with struggling learners aged 6-14, rather than beginner learners.</p>	Cognition and Learning

<b>SPLD Intervention</b>	Teaching Assistants	This intervention provides 1:1 reading support during assembly and lunch times for children with Specific Learning Difficulties who need 1:1 rather than small group intervention. ICT resources are also used to support children to produce longer pieces of writing.	Cognition and Learning
<b>Talk Boost</b>	Teaching Assistants	Talk Boost KS1 is a targeted intervention for children in KS1 who have delayed language development, aiming to boost their language skills to help them to catch up with their peers. It consists of small group sessions, three times a week over a period of 8 weeks run by trained teaching assistants. The sessions focus on aspects of language that develop during this period and which are needed for learning.	Communication and Interaction
<b>Language for Thinking</b>	Teaching Assistants	A structured intervention to promote children's development of inference, verbal reasoning and thinking skills. These sessions are held outside of the classroom for children who may need additional support with conceptual language and thinking skills.	Communication and Interaction
<b>EAL Intervention</b>	Suwini Jayawardena	Teachers liaise with our EAL Coordinator to identify EAL needs. Support can either be provided out of class 1:1 or in small groups with the EAL Coordinator as well as within class.	Communication and Interaction
<b>Emotional Literacy Support Assistant &amp; Social Skills Groups</b>	Shama Farquharson & Teaching Assistants	The ELSA role is to support children in school to understand and regulate their own emotions whilst also respecting the feelings of those around them. Social skills groups are available for those diagnosed with autism or those whose social skills are not developing at the rate of their peers. Groups work specifically on the following: perspective-taking, conversation skills, friendship skills, problem-solving, social competence, emotion recognition, and problem-solving. In addition, specific interaction skills such as initiation, responding, maintaining, greeting, giving/accepting compliments, turn taking, sharing, asking for help, offering help, and including others are developed through the use of social skills groups.	Social, Emotional and Mental Health Difficulties
<b>Mentor through Art</b>	Shama Farquharson	Our aim is to help children overcome any social, emotional or behavioural barriers which may be getting in the way of their learning and positive behaviour. Children use art materials and activities in 1:1 or small group sessions.	Social, Emotional and Mental Health Difficulties
<b>Writing Intervention</b>	Teaching Assistants	Children who need additional support to achieve specific writing targets are given small group support which includes; instructions and concepts broken down into small steps; visual aids; and a range of additional resources and strategies to ensure understanding and progress.	Cognition and Learning
<b>Reading Intervention</b>	Teaching Assistants	Children who need additional support to achieve specific reading targets are given small group support which includes; phonics support, inference and deduction support, concepts broken down into small steps; visual aids; a range of additional resources and strategies to ensure understanding and progress.	Cognition and Learning
<b>Grammar and Punctuation</b>	Teaching Assistants	Children who need additional support to achieve specific grammar and punctuation targets are given small group support which includes; concepts broken down into small steps; visual aids; and a range of additional resources and strategies to ensure understanding and progress.	Cognition and Learning
<b>Spelling</b>	Teaching Assistants	Children who need additional support to achieve specific spelling targets are given small group support which includes; concepts broken down into small steps; visual aids; further practise at letter strings and patterns and a range of additional resources and strategies to ensure understanding and progress.	Cognition and Learning
<b>Maths Intervention</b>	Teaching Assistants	Children who need additional support to achieve specific mathematical concepts are given small group support which includes; instructions and concepts broken down into small steps; visual aids; and a range of additional resources and strategies to ensure understanding and progress.	Cognition and Learning