

**School Name:** Wales Primary School

**Address:** School Road, Wales, Sheffield, S26 5QG

**Contact details:** Telephone: 01909 770236

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Website: [www.walesprimary.co.uk](http://www.walesprimary.co.uk)

**Age Group:** 5-11

**Number on roll:** 223 **Number on SEN register:** 21

**No with Statement:** 0

**SEN Coordinator:** Mrs Charlotte Lax

**Lead Governor for SEND:** Mr Peter Blanksby

**Link to current SEND policy:** <http://www.walesprimary.co.uk/send>

**Do you focus on a particular specialism within school? If so, what?** N/A

**Any Additional Information:**

Please provide the name and email of a contact should any of the information provided lead to a query: Charlotte Lax or Adam Bramall [wales.primary@rotherham.gov.uk](mailto:wales.primary@rotherham.gov.uk)

## Summary of Services/Support at Wales Primary School

|                                     |  | Universal  | Additional School Support (no EHC plan)  | With EHC  |
|-------------------------------------|--|--|--|---|
| Communication and Interaction Needs | Autistic Spectrum Condition              | Quality first teaching with specific differentiation.<br>Responsive interventions<br>Reasonable adjustments to resources, environment, behaviour strategies/rewards. including visual timetables, social groups interventions.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO | IEP<br>Targeted intervention<br>Teacher/TA training to specific need.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement including Autism Communication Team (ACT), Learning Support Services (LSS), Educational Psychologist if required.<br>Reasonable adjustments to resources, environment, behaviour strategies/rewards. | Annual review including child and all adults and agencies<br>EHC plan<br>IEP<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement (e.g. ACT, LSS, Educational Psychologist)<br>Reasonable adjustments to resources, environment, behaviour strategies/rewards.                       |
|                                     | Speech, Language and Communication Needs | Quality first teaching with specific differentiation.<br>Responsive interventions.<br>Reasonable adjustments to resources and environment.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO   | IEP<br>Targeted intervention (e.g. Talk Boost, Talking Partners, specific speech and language programme)<br>Teacher/TA training to specific need.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement<br>Meetings with Speech and Language Therapist if involved<br>Reasonable adjustments to environment/Resources            | Annual review including child and all adults and agencies<br>EHC Plan<br>IEP<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement (including Speech and Language Therapists, Learning Support Services, Educational Psychologist)<br>Reasonable adjustments to environment/Resources |
| Cognition and Learning Needs        | Moderate Learning Needs                  | Quality first teaching with specific differentiation.<br>Responsive interventions<br>Reasonable adjustments to resources and environment.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO  | IEP<br>Targeted intervention<br>Teacher/TA training to specific need.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement (e.g. Learning Support Services, educational Psychologist)<br>Reasonable adjustments to environment/Resources  | Annual review including child and all adults and agencies<br>EHC plan<br>IEP<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement (e.g. Learning Support Services, educational Psychologist)<br>Reasonable adjustments to environment/Resources                                      |
|                                     | Specific Learning Difficulties           | Quality first teaching with specific differentiation.<br>Responsive interventions<br>Reasonable adjustments to resources and environment.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO  | IEP<br>Targeted intervention<br>Teacher/TA training to specific need.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement (e.g. Learning Support Services, educational Psychologist)<br>Reasonable adjustments to environment/Resources  | Annual review including child and all adults and agencies<br>EHC plan<br>IEP<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement (e.g. Learning Support Services, educational Psychologist)<br>Reasonable adjustments to environment/Resources                                      |

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| Social, Emotional and Mental Health Needs | Social Needs             | Quality first teaching with specific differentiation.<br>Reasonable adjustments to resources, environment, behaviour strategies/rewards.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO                   | IEP (where appropriate)<br>Targeted intervention<br>Teacher/TA training to specific need.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement (e.g. Learning Support Services, Autism Communication Team, Early Intervention Team, Educational Psychologist)<br>Reasonable adjustments to environment/resources, behaviour strategies/rewards<br>Allocated key worker                         | Annual review including child and all adults and agencies<br>EHC plan<br>IEP<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement (e.g. Learning Support Services, Autism Communication Team, Early Intervention Team, Educational Psychologist)<br>Reasonable adjustments to environment/resources, behaviour strategies/rewards<br>Allocated key worker                        |
|   | Emotional Needs          | Quality first teaching with specific differentiation.<br>Reasonable adjustments to environment/ resources, behaviour strategies/rewards<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO                    | IEP (where appropriate)<br>Targeted intervention<br>Teacher/TA training to specific need.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement (e.g. Learning Support Services, Autism Communication Team, Early Intervention Team, Educational Psychologist)<br>Reasonable adjustments to environment/resources, behaviour strategies/rewards<br>Allocated key worker                         | Annual review including child and all adults and agencies<br>EHC plan<br>IEP<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement (e.g. Learning Support Services, Autism Communication Team, Early Intervention Team, Educational Psychologist)<br>Reasonable adjustments to environment/resources, behaviour strategies/rewards<br>Allocated key worker                        |
|   | Mental Health Needs      | Quality first teaching with specific differentiation.<br>Reasonable adjustments to resources, environment, behaviour strategies/rewards.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO                   | IEP (where appropriate)<br>Targeted intervention<br>Teacher/ TA training to specific need.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement (e.g. Learning Support Services, Autism Communication Team, Early Intervention Team, Educational Psychologist, Child and Adolescent Mental Health Services)<br>Reasonable adjustments to resources, environment, behaviour strategies/rewards. | Annual review including child and all adults and agencies<br>EHC plan<br>IEP<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement (e.g. Learning Support Services, Autism Communication Team, Early Intervention Team, Educational Psychologist, Child and Adolescent Mental Health Services)<br>Reasonable adjustments to resources, environment, behaviour strategies/rewards. |
| Sensory and Physical Needs                | Hearing Impairment Needs | Hearing impairment team monitor children.<br>Quality first teaching with specific differentiation.<br>Reasonable adjustments to resources and environment.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO | Hearing impairment team monitor children.<br>IEP (where appropriate)<br>Targeted intervention<br>Teacher/TA training to specific need.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement<br>Reasonable adjustments to environment/Resources   | Annual review including child and all adults and agencies<br>Hearing impairment team monitor children.<br>EHC plan<br>IEP<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement<br>Reasonable adjustments to environment/Resources  |

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|                            | Visual Impairment Needs        | Quality first teaching with specific differentiation. Resources are clear and children wearing glasses are reminded to wear glasses and sit near to the teacher when appropriate. Reasonable adjustments to resources and environment. Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO | IEP (where appropriate)<br>Targeted intervention<br>Teacher/TA training to specific need.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement (visual impairment team)<br>Reasonable adjustments to environment/resources (larger print resources) | Annual review including child and all adults and agencies<br>EHC plan<br>IEP<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement<br>Reasonable adjustments to environment/Resources   |
|                            | Multi-Sensory Impairment Needs | Quality first teaching with specific differentiation. Reasonable adjustments to resources and environment. Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO   | IEP<br>Targeted intervention<br>Teacher/TA training to specific need.<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement<br>Reasonable adjustments to environment/Resources   | Annual review including child and all adults and agencies<br>EHC plan<br>IEP<br>Termly progress meeting with parents<br>Termly progress meeting with SLT/SENCO<br>Other agency involvement<br>Reasonable adjustments to environment/Resources   |
| Physical and Medical Needs | Physical Needs                 | Liaise with parents and external health agencies<br>Monitor changing needs of the child<br>Appropriate adaptations made to environment and resources<br>Care plan in place and reviewed regularly   | Liaise with parents and external health agencies<br>Monitor changing needs of the child<br>Appropriate adaptations made to environment and resources<br>Care plan in place and reviewed regularly<br>Specific programme in place   | Liaise with parents and external health agencies<br>Monitor changing needs of the child<br>Appropriate adaptations made to environment and resources<br>Care plan in place and reviewed regularly<br>EHC plan<br>Specific programme in place<br>Annual reviews held with parents, child all external internal professionals |
|                            | Medical Needs                  | Labelled, prescribed medication kept in school office (signed consent from parents with dosage instructions recommended by GP stated on label)  | Individual Care Plan<br>Regular meetings with NHS, specialist service specific to medical need<br>Training of staff and support staff<br>Review of Individual Health Care Plan annually or when needed   | EHC plan<br>Individual Care Plan<br>Regular meetings with NHS, specialist service specific to medical need<br>Training of staff and support staff<br>Review of Individual Health Care Plan annually or when needed  |

| Type of Support                               | Details  |
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| <p>Whole school Behaviour Strategy/System</p> | <p>The children strive to demonstrate their use of Wales Learning Behaviours. They are rewarded with stickers which contribute to them achieving a series of awards (Bronze, Silver, Gold, Outstanding Learner, Learning Champion, Learning Mentor and Learning Legend awards). All children earn the stickers as the system is about them demonstrating the key aspects of the Wales Code; Wanting to learn, Asking questions, Listening and thinking, Evaluating my learning and Sticking at it. Our evidence is that children with SEND achieve awards in line with other children because this is about the children showing the behaviours whatever they are working on.</p> <p>As adults we recognise that we have an important responsibility to model high standards of behaviour, both in our dealings with the children and with each other, as our example has an huge influence on the children.</p> <p>Everyday we aim to:</p> <ul style="list-style-type: none"> <li>• create a positive climate with high expectations;</li> <li>• emphasise the importance of being valued as an individual within the group;</li> <li>• promote, through example, honesty and courtesy;</li> <li>• provide a caring and effective learning environment;</li> <li>• encourage relationships based on kindness, respect and understanding of the needs of others</li> <li>• ensure fair treatment for all regardless of age, gender, race, ability and disability;</li> <li>• show appreciation of the efforts and contribution of all.</li> </ul> <p>We recognise that classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources, classroom displays and an orderly working environment all have a great influence on the way children behave.</p> <p>Rules and procedures are:</p> <ul style="list-style-type: none"> <li>• kept to a necessary minimum;</li> <li>• positively stated, telling the children what to do rather than what not to do;</li> <li>• actively encourage everyone involved to take part in their development;</li> <li>• have a clear rationale, made explicit to all;</li> <li>• consistently applied and enforced;</li> <li>• adapted to meet the needs of children with SEND where appropriate.</li> </ul> <p>School 'rules' promote the idea that through their behaviour every member of the school community can impact on the well being of others in school and the wider community.</p> <p>Children and staff in each class devise their class rules during the transition period in the Summer term; these rules follow the principles outlined above and are age appropriate.</p> <p>The school council is involved in designing whole school rules, including helping to decide on appropriate rewards and sanctions.</p> <p>As part of the reward system children earn 'golden time' which is once a week for 20 minutes in KS2 and shorter daily treats in KS1. If children misbehave they can receive a yellow, amber or red card which means they miss minutes of their golden time depending on the severity of the behaviour.</p> <p>Children with Special Educational Needs and Disabilities are well aware of the systems and respond well to them.</p> <p>Children with Behavioural, Emotional and Social Difficulties issues are generally further supported through individualised reward systems that run alongside the school system. If a child requires an Individual Behaviour plan, they are written in consultation with parents, the class teacher, Special Educational Needs Coordinator and any external agency involved such as the Early Intervention team, Educational Psychologist and Learning Support Services.</p> <p>All staff are aware of children who have additional needs which may impact on their behaviour, e.g. they need additional processing time or short clear instructions, and this is taken into consideration when rewards and sanctions are given.</p> |

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| <p>Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND</p> | <p>Lessons are highly differentiated with children with Special Educational Needs and Disabilities accessing a multi-sensory curriculum. Support from Learning Support Service and regular training for staff allows them to become more confident in teaching children with Special Educational Needs and Disabilities and also allows staff to become more confident in their planning of opportunities for the children to develop their independence and work independently. We work closely with external agencies, parents and our children with Special Educational Needs and Disabilities to set achievable, personalised targets that support the children in accessing the curriculum in a way which is suitable and appropriate for their needs, whilst developing their confidence and ability to work independently.</p> <p>Children in the Foundation stage and Y1 are encouraged to independently learn through continuous provision alongside the additional support they receive.</p>  |
| <p>Support/supervision at unstructured times of the day including personal care</p>  | <p>All staff, including mid-day supervisors, are made aware of children who require additional support at lunchtimes and playtimes. Any differentiation that is required at lunchtimes and playtimes is explained to all staff such as; repeating instructions, behaviour strategies and instructional language that is used within the classroom, to enhance consistency from the classroom to the playground. If recommended, children can be allocated a key worker at lunchtimes and if required through a statement of special educational needs, their 1:1 worker will support them through play times and lunchtimes.</p> <p>It may be recommended through a behaviour plan, that a child has a time-out area where they can go to if they are feeling anxious, worried or angry and this place will be chosen by the child to ensure it is a place where they feel comfortable to go.</p>   |
| <p>Planning for, assessment of, and identification of children with SEND</p>   | <p>If staff are concerned about the learning, progress or behaviours of a child, teaching staff and non-teaching staff will try to support the child in class through differentiation to begin with and also through targeted interventions and 1:1 support. If concerns of Special Educational Needs and Disabilities are apparent, staff will speak with the Special Educational Needs Co-ordinator discussing concerns and class based interventions and/or strategies that have been put in place so far. An observation by the Special Educational Needs Co-ordinator will then take place as well as an informal meeting with parents to gain their opinion. If it is appropriate, then the child is also asked to talk about what they find hard and what might help them. If concerns are still apparent, Learning Support Service (or another appropriate service) can also be involved at the initial stages with the consent and support of parents.</p> <p>Personal, relevant, achievable targets are set on an Individual Education Plan (IEP) taking into account the thoughts of the child, the teacher, the parents, the Special Educational Needs Coordinator and any advice or recommendations by any external agency involved.</p> <p>For more complex needs a child may require an Education, Health and Care Plan (EHC which has replaced Statement) in which case a statutory assessment is made by the local authority in consultation with relevant professionals.</p> <p>The progress of children with Special Educational Needs and Disabilities is monitored throughout the year by the Special Educational Needs Coordinator and is discussed at pupil progress reviews throughout the year.</p> <p>Children at School Action are also reviewed at termly review meetings where parents and all agencies involved are invited to meet with the Special Educational Needs Co-ordinator to discuss progress, progress towards personal targets and to set the next steps and targets. Education, Health and Care Plans are reviewed annually to ensure that the provision, recommendations and long term targets are still appropriate and to check progress towards targets.</p> |
| <p>Staff training for meeting needs of children with SEND</p>  | <p>All staff have accessed training from Learning Support Services around autism. Staff working with children on the autistic spectrum also receive individual, personalised training and support from the Autism Communication Team (ACT). Individual Teaching Assistants are also trained on the delivery of intervention programmes including Maths Magicians, Talk Boost, Talking Partners and Reading Rescue. Class teachers and teaching assistants regularly meet with Learning Support Services to discuss individual, personalised recommendations and the delivery of learning support programmes.</p>  |
| <p>Liaison/communication with parents</p>  | <p>The school is a holder of the Rotherham Charter Gold award and signs up wholeheartedly to the principles of the charter. We have an open door policy and endeavour to respond to any parental enquiries or concerns within 24 hours.</p> <p>Administrative staff are always available for initial contacts, one of the admin staff is a parent champion.</p> <p>School staff prioritise arrival time as an immediate time to talk and are well organised for this, if staff are unable to speak with privacy during this time they swiftly arrange another time, generally within 24 hours.</p> <p>There are termly parent meetings, with the first held early on during the first half term. However, if a member of staff has concerns about a child's progress, learning, behaviour etc. they arrange to meet with the parents to discuss these concerns at the earliest opportunity. These meetings are arranged to fit in with working parents.</p> <p>Parents of children accessing 1:1 intervention programmes are sent weekly updates on the child's progress and from October 2014 parents of children accessing other interventions will</p>   |

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|   | <p>be invited to weekly drop-ins with staff leading interventions. Staff will telephone parents who are unable to meet with them.</p> <p>Records of Achievement and the School Prospectus are written using parental friendly language and feedback is sought.</p> <p>SEN reviews are held termly and whenever possible at a suitable time for parents. A written précis is provided for all meetings.</p> <p>A range of different media is encouraged and promoted to aid communication e.g. face to face, written, texts, website, telephone.</p> <p>The children all have a Personal Organiser which provides key information, targets and feedback as well as offering open communication with parents. The school website includes a wealth of information with very regular updates of news and photographs. The website is interactive and warmly welcomes the views of parents and children.</p>   |
| Liaison/communication with children and young people          | <p>Throughout the school day, the children are able to speak with their class teacher and teaching assistant and other adults. Children in F2 have a Key Person allocated to them and where appropriate children with SEND can choose to have a key adult who they meet with as they feel they need.</p> <p>Children are able to influence what happens in school through the School and Class Councils. The School Council also provides a two-way form of communication informing classes about possible changes, events and seeking their opinions. It is a firm principle of the school and class councils that all children have an equal voice.</p> <p>Before each Learning Support Review, the Special Educational Needs Coordinator will meet the child and talk about their views of their learning and any barriers they feel they have. Children are invited to attend their Learning Support Review and be part of the target setting process and review of targets.</p>   |
| Liaison/communication with External Services                  | <p>The Special Educational Needs Coordinator meets regularly with external agencies. At the beginning of each term, the Learning Support Service, Educational Psychologist, Early Intervention worker and Special Educational Needs Coordinator meet to plan sessions throughout the term and discuss the progress of the children. It also gives us chance to gain advice from other services where appropriate and exchange ideas. There are also termly meetings between health agencies such as Speech and Language Therapy, Diabetes nurses and Hearing Impairment support if necessary.</p> <p>School staff are active in putting parents in contact with professionals and/or support groups if it is felt that this is appropriate.</p>  |
| Access to medical intervention or provision for medical needs | <p><a href="https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions">https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions</a></p> <p><b>Please see summary of services above</b></p>  |
| Transition Provision  | <p>Every class spends the last 3 weeks of the school year with their new teacher and teaching assistant in their new classroom. Additional activities are undertaken if necessary to support children with additional needs to familiarise children with their new setting and adults, and to reduce anxiety.</p> <p>F2 staff undertake home visits prior to the children starting in F2. Staff also liaise with F1 providers and other services involved such as learning support services, Child Development Centre (CDC), Autism Communication Team, Speech and Language Therapy. Visits are made by children and parents to school, in the summer term, prior to starting in Foundation Stage 2.</p> <p>In year 6 (and year 5 if required), enhanced transition for vulnerable children takes place throughout their final year at Primary School to support the transition into Secondary School. SEND staff from the Secondary School are invited to Learning Support Reviews in the Autumn term. Vulnerable children have enhanced support in the form of additional visits and visits from Secondary School staff to support them with organisation, uniform and the day-to-day routine of Secondary School.</p> <p>All year 6 children spend the last 3 weeks of the school year at their new Secondary School.</p> |
| Transport Provision (where applicable)                        | N/A  |
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