



"love learning"

Wheatfields Infants' and Nursery School

Special Educational Needs Information

Report 2026-2027

The purpose of this report is to inform parents and carers about how we identify, welcome, support and make effective provision for children with special educational needs and disabilities (SEND).

Inclusion is overseen by Mrs Jayne Nicholl (Deputy Head)



nichollj@wheatfieldsinfants.aetrust.uk

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1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational need?

Through Quality First Teaching the children's class teachers continually assess pupils' progress using their knowledge of the children, daily observations and marking and feedback. Achievements are tracked using a variety of tools that enable teachers to check that pupils are making progress in line with the expectations for their age. Each half term, teachers make a formal judgement of pupils' achievements and the progress of all pupils is then discussed with Clare Cockburn, our Head Teacher and Jayne Nicholl our Deputy Head at pupil progress meetings. During these discussions, staff bring any concerns to Clare or Jayne. Where a child is making less-than-expected progress, strategies and provision are put in place. Over time, or where concerns are immediately significant, children will receive special educational provision, which will be discussed with parents. In some cases, a referral may be made to external agencies for further advice and support.

As a school we follow a model of 'Assess, Plan, Do and Review' as advocated by the SEND Code of Practice (January 2015).

If you think your child may have special educational needs, please arrange to meet the class teacher and/or Jayne Nicholl to talk through your concerns in more detail.

Mrs Nicholl can be contacted via the school office or via email on:

nichollj@wheatfieldsinfants.aetrust.uk

2. How will school staff support my child?

Teachers are responsible for the learning and progress of all children in their class. The school strongly expects the provision of high-quality whole-class teaching and we therefore prioritise the training and professional development of our teaching teams. Teachers are able to draw on support and advice from Jayne Nicholl as well as external specialists such as the Speech and Language Therapist, Educational Psychologist, Family Support Worker, Health and Social Care and other Advisory Teachers.

The role of SENCO (Special Educational Needs Co-ordinator) is covered by the Deputy Head, Jayne Nicholl. She works closely with children, parents and teachers to identify additional needs and ensure appropriate provision is in place. Additional provision can be provided either within or outside of the classroom. This may entail individual or small-

group work. We also offer wellbeing support for children needing support with emotional literacy or social skills. Some children will require an adult to support them with their learning during the school day and this is offered by designated Learning Assistants.

For children who are identified as needing additional support, we follow a cycle of 'Assess, Plan, Do, Review' which is recorded on a Personal Learning Plan (PLP). Parents will be invited into school for termly planning meetings to discuss their child with the class teacher and/or Jayne Nicholl. At these meetings we will review the child's progress over the preceding term and plan provision for the term ahead. Targets and next steps will be agreed as well as discussing the extra support available. These meetings enable us to work together to support your child and meet their individual needs.

When children have a PLP, this will be recorded on the school's SEN register (under the heading of monitoring or SEN support depending on the level of support) following consent from parents or guardians.

For a very small number of children (approximately 3% nationally) with severe, complex and lifelong barriers to learning, their needs cannot be met through Quality First Teaching and intervention groups alone. This means that the child has been identified by professionals as needing a particularly high level of individual or small-group teaching. This is usually provided via an Education, Health and Care Plan (EHCP). This is a legal document which sets out the support that will be provided.

Parents, supported by school can request that Local Authority Services carry out a statutory assessment of a child's needs. After the request has been made to the panel of professionals, they decide whether they think the child's needs seem complex enough to need a statutory assessment. If this is the case, they ask parents and all professionals involved with the child to write a report outlining their needs. If they do not think the child requires an assessment, they will ask the school to continue with the current support and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. After the reports have all been sent in, the panel of professionals will decide if the child's needs are severe, complex and lifelong. In this case, they will write an EHCP. This will outline support the child will receive and how the support should be used, and what strategies must be put in place. It will also have long and short-term goals for the child. These will be reviewed annually and the plan is submitted to the SEN team at county to be updated. Children with an EHCP will also have a PLP which will have shorter term targets and will be reviewed each term. When children have an EHCP this will be recorded on the school's SEN register.

3. How will I know how my child is doing?

Formal opportunities are available for parents to talk to their child's class teacher each term during Parent Consultations. A written report is sent home in the Summer term, and there are a number of occasions during the year when parents are invited into school to see their child's work. There are also informal opportunities to talk to class teachers daily as all staff are available at the end of the school day. Parents are welcome to make appointments to meet with Clare Cockburn or Jayne Nicholl at any time to discuss their child and any concerns they may have.

4. How will the learning and development provision be matched to my child's needs?

Each class teacher is expected to know the children in their class inside out in order to be able to match their planned learning to the needs of all of the individuals in their class. On a daily lesson by lesson basis, teachers assess the learning of all pupils and adjust their subsequent teaching accordingly. Children's needs are met by careful adaptation; for example, teachers may adjust the structure of the lesson, or the scaffolding provided in order to challenge and support every individual.

(The children are encouraged to be aware of themselves as learners and are encouraged to choose their own level of challenge from a selection. The children in our school are very aware of the need to 'challenge themselves'! The class teachers keep a close eye on the level of challenge the children choose in order to support them in this process.)

5. What support will there be for my child's overall well-being?

The children's overall wellbeing is central to our school's vision and we work very hard to develop confident, happy, and independent children. The children's PSHE (Personal Social Health and Emotional) learning underpins every area of learning and wellbeing is therefore a high priority for our teachers. We value our children's ideas and opinions so therefore use every opportunity to listen to them. This can be through formal routes such as our school council or sustainable ambassadors as well as by valuing every conversation we have with each individual child.

Where children have additional social and emotional needs, we work closely with parents to identify their needs and the most appropriate form of support. We run 'Emotions Explorers' groups which provide emotional and social support, and run a weekly nurture group

We believe strongly that behaviour is a form of communication and where children are struggling with their behaviour we need to try to understand why they are having

difficulties. As a whole school we follow a restorative approach to provide a shared vocabulary and strategy for developing emotional regulation and independence. When children struggle with emotional regulation, staff will use a variety of strategies to help them to remain regulated. This could be by supporting them with sensory diets or movement breaks within the classroom or in our Woodlands sensory room. We can offer additional support and play activities at lunchtimes, such as Lego or board games club. In the event that a child is finding it difficult to meet our expectations of behaviour we will work closely with parents in order to support the child at school.

Mrs Esther Chalk and Mrs Juliet Norman are our designated Mental Health Leads.

We can access advice and support from a number of professionals in school, for example, Educational Psychologists. In addition we can signpost or refer parents to the appropriate professionals outside of school, for example, paediatricians, CAMHS (Child and Adolescent Mental Health Service), our Family Support Worker or our NHS Mental Health Support Practitioner (trained to offer parents 6 sessions around well-being, anxiety and managing emotions).

We have a number of qualified paediatric first-aiders on our staff, with named staff on call at all times to deal with first aid matters. Prescribed medication can be given to the office and administered by a named member of staff in close consultation with parents. Where there are long term medical issues, individual care plans are written with parents, following advice from medical professionals and staff are given relevant training to be able to administer the plan.

In cases where a family needs extra support, with your consent, the SENCO can access further support through the Families First Assessment (FFA) system. The FFA is a multi-agency single assessment tool. It is used to identify needs, and to organise the right support and services to address those needs at an early stage. The FFA process allows different agencies and services to share information and work together in a coordinated way. FFAs are voluntary, and require permission from parents or carers before they can begin. The FFA process is designed to address needs which require a multi-agency response. FFAs can and should be started by any practitioner who has identified additional unmet needs amongst any of the children or families that they work with.

6. What training have the staff, supporting children and young people with SEND, had or are having?

We offer all staff a broad range of CPD and training delivered both in house and from

external specialists. Trained teaching staff support our Learning Assistants, in the delivery of any interventions and supervise practice. We undertake additional training from specialist teams working with individual/groups of children within the school. We also share and experience local good practice through local networks and cluster meetings. All staff are at least Level 1 safeguarding trained and we have 5 staff trained to Designated Safeguarding Lead level.

- *All staff have had training in restorative practice. This positive approach to behaviour management underpins our vision and core values and our behaviour policy.*
- *Staff have been trained to teach phonics and reading following the Little Wandle scheme and have access to online resources to recap and refresh their knowledge.*
- *All staff are trained to understand the impact of Adverse Childhood Experiences and the use of Trauma Informed Practice.*
- *All staff working 1:1 to support children with Autism have been trained in how to support these children effectively.*
- *All staff working 1:1 to support children with Attention Deficit Hyperactivity Disorder have have been trained in how to support these children effectively.*
- *All Early Years Staff have been trained to identify and support children with speech, language and communication needs and have completed Early Years Inclusion Training*
- *2 members of staff have been trained in Emotional Literacy and 1 members of staff has been trained in Protective Behaviours.*
- *2 staff are Mental Health First Aid trained.*
- *Staff access training from external advisors as and when required to meet the needs of the children in our school (eg hearing / visual impairment team, speech, language communication and autism team, Herts Children and Young Persons Therapies Team (occupational therapy, speech and language, physiotherapy), Links Academy and Collett School Outreach services.)*
- *2 staff are Forest School Level 3 trained and they are responsible for staff CPD in Outdoor learning*
- *All members of staff have had online anaphylaxis and epilepsy*

awareness training when relevant.

7. What specialist services and expertise are available at, or accessed by the school?

Jayne Nicholl co-ordinates access to a wide variety of external professionals for example:

Speech and Language Therapist,
Specialist Advisory Teachers at the ISL (integrated support for learning) team,
Collett School Outreach Support Service (Karen Thorpe)
Links Academy Outreach Support Service,
Amanda Ellison our lead Family Support Worker,
Lucy Farren our NHS Mental Health Practitioner
Educational Psychologists.

We will always include parents in any decisions to access advice externally and keep parents informed of any advice given. Parents can also access some of these services outside of school. Opportunities for this are advertised via the school newsletter and parents can contact Jayne Nicholl for advice.

A quick guide to additional external services which we can access:

- **Herts CYPT services (children and young persons' therapies)** provides occupational therapy, physiotherapy and speech and language therapy. The integrated therapies service delivers holistic support for a child or young person's needs, under one provider, with multidisciplinary working across the three clinical therapy professions.
- **Vision Impairment Team** - a team of trained advisory teachers and support staff who are qualified in educating children and young people who are blind/ partially sighted.
- **Deaf and Hearing Support Service** - a team of qualified specialists and teachers, who support deaf children and young people aged 0-25. They work with families that have a child or young person who is newly identified as deaf, and with schools to support those who are deaf.
- **Step 2 and CAMHS** - can diagnose ADHD and support with mental health concerns
- **Educational Psychologist Service** - can provide virtual consultations with staff and parents to offer advice
- **Links Academy Outreach Service** - can provide support and advice on behaviour to staff and parents and may facilitate 1:1 sessions with pupils to build resilience and emotional literacy
- **Collett School Outreach Service** - can provide advice on differentiation and resources for pupils with additional needs who are awaiting a place in a specialist school

- **Speech, Language, Communication and Autism team** - specialist advisory teachers work with teachers to meet the needs of pupils with autism and communication needs
- **School Nursing team** - can provide support at school or at home to help with toileting problems, nutrition etc
- **NHS Wellbeing Practitioner** - facilitate Emotional Explorers groups and can work with parents with CBT based therapy programmes
- **Community Paediatrician** - can advise and provide diagnosis for specific difficulties such as autism and developmental delay.

Jayne Nicholl also co-ordinates the provision of additional support using our own staff and expertise for example:

Class based Learning Assistants - every class has a learning assistant. In addition, we have 9 learning assistants employed to work 1:1 with children and Mr Evans, our Sustainable Environments Learning Assistant who works three days a week, accompanied by our school dog Koby.

Literacy Support - children whose needs have been identified at pupil progress meetings are supported 1:1 or in small groups to access the Little Wandle Phonics scheme and to make progress -either in class, in rapid catch up groups or with one of our teachers or Mrs Taylor our Literacy HLTA

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

We strongly believe that parents are key to a child's successful education and because of this we make lots of opportunities to involve all parents in their child's education. Each class teacher sends a weekly email home to parents with details of the learning that is taking place and ways to support at home. This may be by carrying out some home research, finding out a fact about something to share with the class or simply by playing a quick game. We run maths and phonics/literacy workshops, these explain how we teach certain areas, for example, how we teach addition and subtraction and how you can support at home, we also have a large amount of resources for parents to access on our website. The class teachers are always available after school to discuss any specific issues and give more ideas of how to help at home.

If your child is receiving any additional support then the teacher or LA delivering the learning will stay in close contact with you either via regular meetings or your child's home learning book. You will be kept well informed on the progress they are making and ways to help at home.

9. How will I be involved in discussions about and planning for my child's education?

We aim to work very closely with parents of children with SEND. Class teachers and Learning Assistants are available for informal discussions at the end of the day and we will often use a home/school communication or good news book to keep parents informed on a day to day basis. We also have regular review meetings (at least once a term) for children receiving special educational provision through a PLP. These involve the parents, class teachers, Jayne Nicholl, and any external professionals involved with the child as appropriate. At these meetings, we will review the child's PLP, look at their progress towards their targets, celebrate successes and discuss any problems or barriers. We will also set new targets and discuss ideas on how we will work to support the children to achieve them.

10. How will my child be included in activities outside the classroom including school trips?

All children are included in any extra-curricular activities. Additional risk assessments will be carried out to ensure the specific needs of children with additional needs are identified and met. We will be flexible in our arrangements and will provide additional adults to support pupils if needed. Staff will visit the location of any trips beforehand and assess the suitability of the physical environment and learning activities. If needed, learning will be adapted to ensure that it meets the needs of our pupils.

11. How accessible is the school environment?

We endeavour to make our school as accessible as possible for all children and parents and our school is fully compliant with Disability and Discrimination Act (DDA) requirements. Our school building was built in 1964 and as such wasn't built with full accessibility for wheelchairs, however, we have worked to make the building as accessible as possible. Same level access to all spaces is possible via the main door or the Nursery door. We have two disabled toilets (one on each level) and changing facilities. When we have a pupil with specific access needs we seek advice from the appropriate team to ensure that we make any adjustments to the school environment which are necessary for them.

Where English is an additional language the teaching teams make use of visual cues and prompts in teaching and can use translation software. We have fluent Bengali, Cantonese, German, Greek, Serbian speakers on our staff team and also a member of staff that can use **British Sign Language**. We can also make use of translation and interpreter services if required.

12. Who can I contact for further information?

The school office is always open throughout the day, and office staff can direct enquiries to the most appropriate member of staff. Appointments can be made to see Clare Cockburn or Jayne Nicholl and they will always endeavour to be available to address urgent concerns immediately. The team is also contactable by telephone and email. School Office: admin@wheatfieldsinfants.aetrust.uk

Telephone Number; 01727 859978

Deputy Head for Inclusion, Jayne Nicholl nichollj@wheatfieldsinfants.aetrust.uk

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Parents and carers considering choosing Wheatfields Infants' and Nursery School for their child are encouraged to visit the school for a tour with one of the Senior Leadership Team. If your child has special educational needs, we would encourage you to make an appointment to meet with Jayne Nicholl prior to your child joining the school to discuss their needs and ensure the appropriate support can be put in place. We use the Hertfordshire Smooth Transitions toolkit to gather and record transition information. In addition, we visit all children entering our nursery and children who are new to our Reception either at home or in their current nursery setting. This visit enables our staff team to get to know the children a little, find out about their likes, dislikes and any support needed. All of the children are also invited into school for a series of visits prior to starting school so they are able to feel comfortable and confident with the environment and the staff team. For children that will find the transition more challenging we can provide additional visits. We can provide 'My New School' booklets with photographs of key staff and key places in school. Children joining our school in the middle of the year are also invited to visit their class before attending full time.

At the end of year 2 most children transition to Wheatfields Junior School (a separate school on the same site). The schools work together to provide a transition programme for all children that involves visiting the new school, engaging in joint activities with children in year 5. The class teachers from year 2 and year 3 also work together through the year to moderate learning and to discuss the children's needs. Where a child has additional needs Jayne Nicholl works closely with Carly Garfen, the SENCO at the Junior School. Additional visits, activities and support are also provided for individual children where necessary. When a child with SEND leaves our school mid-year or to attend a different school we will liaise closely with their receiving school, inviting them to a SEN review or attending a handover meeting at their school.

14. How are the school's resources allocated and matched to children's

special educational needs?

The school budget, received from Hertfordshire LA, includes some money for supporting children with SEN. The head teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors on the basis of needs in the school.

15. How is the decision made about how much support my child will receive?

The Headteacher and the SENCO discuss all the information they have about SEN in the school including:

- The children getting extra support already;
- The children needing extra support;
- The children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

16. How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

From September 2014 Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

Hertfordshire's SEND Local Offer is your one-stop shop for information, support, services and activities available for children and young people with special educational needs, and their families.

Who is it for?

- Children with a special educational need or disability (SEND), up to the age of 25;
- Parents, carers and other family members;
- Professionals and organisations working with those with SEND and their families.

It can be accessed by the link:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

If you need help getting online, please come and talk to the school office. They'll help you search the Local Offer.

You can also call Hertfordshire customer service centre on 0300 123 4043.