

SEN Information Report for Parents

Introduction

We are committed to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND), supporting them to make the best possible progress.

The four broad areas of need are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical

What is the local offer?

- 'The Children and Families Bill' was enacted in September 2014. From this date the Local Authorities and Schools were 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 and Disabilities (SEND), aged 0 – 25. This is the 'Local Offer'.
- The intention of the 'Local Offer' is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEN Information Report

This utilises the LA offer to meet the needs of SEND pupils as determined by the school policy, and the provision that the school is able to meet.

Your child has Special Educational Needs. What can we at Netherfield Primary School offer you?

At Netherfield Primary School we embrace the fact that every child is unique, and therefore the educational need of every child is different – this is certainly the case for children with SEND.

Please click on the 13 questions below for more information about how Netherfield Primary School can work with you to support your child.

Questions:

- 1) Who are the best people to talk to in Netherfield Primary School about my child's difficulties with learning/Special Educational Needs & Disabilities (SEND)?
- 2) What are the different types of support available for children with SEND at Netherfield Primary School?
- 3) How can I let the school know that I am concerned for my child's progress?
- 4) How will the school let me know if they have any concerns about my child's learning at school?
- 5) How is the extra support allocated to children and how do they progress in their learning?
- 6) Who are the other people providing services and support to children with SEND at Netherfield Primary School?
- 7) How are the teachers at Netherfield Primary School helped to work with the children with SEND and what training do the teachers have?
- 8) How will the teaching be adapted for my child with SEND?
- 9) How will staff at the school measure the progress of my child in Netherfield Primary School?
- 10) What support do we have for you as a parent of a child with SEND?
- 11) How is Netherfield Primary School accessible to children with SEND?
- 12) How will we support your child when they are: joining Netherfield Primary School, leaving Netherfield Primary School or moving to another class?
- 13) How will we support your child's emotional and social development?

Answers

Q1: Who are the best people to talk to in Netherfield Primary School about my child's difficulties with learning/Special Educational Needs & Disabilities (SEND)?

The Class Teacher is responsible for:

- Checking the progress of your child, including planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Educational Needs team leader, Rowan Carr (SENCO) know as necessary.
- Ensuring that you are involved in supporting your child's learning and kept informed about the support your child is getting.
- Writing Personal Profiles and Individual Education Plans (IEPs) based on smaller steps and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the schools provision map and Intervention map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all pupils they teach with SEND.

The SENCO, Mrs Carr, supported by the SEND Team is responsible for:

- Developing and reviewing the schools SEN Policy.
- Co-ordinating all the support for children with SEND.
- Ensuring that you are; involved in supporting your child's learning, kept informed about the support your child is getting and are involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech & Language Therapy, Educational Psychologist etc.
- Updating the schools SEN register (a system for ensuring that all the SEND needs of pupils at Netherfield Primary School are known) and making sure that the records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND to achieve the best progress possible.

The Head teacher is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Delegating responsibility to the SENCO team and class teaching teams, whilst retaining responsibility for ensuring that your child's needs are effectively met.
- Ensuring that the Governing Body is kept up-to-date about issues relating to SEND.

The SEND Governor is responsible for:

- Making sure that the necessary support is given to any child with SEND who attends Netherfield Primary School

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Q2: What are the different types of support available for children with SEND at Netherfield Primary School?

2 a) Quality First Teaching

For your child this would mean:

- That the class teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like more practical learning.
- That teachers use Dyslexic Friendly Strategies
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked your child's progress and will have gained an understanding as to what possible gap or gaps in their understanding/learning and needs to provide them with any extra support to help make the best progress possible.

2b) Your child might have Specific Group Work or an Intervention

Intervention which may be:

- Run in the classroom or group room.
- Run by a teacher, teaching assistant (TA) or Special Educational Needs Co-ordinator (SENCO).

2c) Your child might also participate in a Specialist Intervention run by outside agencies e.g. Speech & Language Therapy, Physiotherapy,

SEND Support

This means a pupil has been identified a by the SENCO team/class teaching team as needing some extra specialist support in school and in most cases support from a professional outside the school.

This may be from:

- Local Authority Services, such as the SFSS (Schools and Families Support Service), SEMH (Social Emotional and Mental Health) Team, Educational Psychology Services (EPS) or Sensory Service for students with a hearing or visual need.
- Health Agencies such as the Healthy Families Team, Community Paediatrician, Mental Health Support Team

What could happen?

- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech & Language Therapist (SALT) or Educational Psychologist. This will help the school and you to understand your child's particular needs better and to be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. This may lead to specific group or individual work being carried out.

- With your written consent we could discuss your child at a Family Springboard meeting.

Family Springboard is a meeting where the Family of schools meet with representatives from the School and Families Specialist Services (SFSS) and Educational Psychology Service (EPS) to provide a forum for seeking mutual support and share expertise and negotiate the direct involvement of SFSS and EPS.

2d) Specified Individual Support

This type of support is available for children whose learning needs might be *severe, complex and lifelong*.

This is usually provided via an **Education, Health & Care Plan (EHCP)**. EHC Plans have now replaced Statements of Special Educational Needs. This means your child will have been identified by professionals as having complex and lifelong needs for which a particularly high level of individual or small group teaching may be required.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child might also need specialist support in school from professionals outside the school. This might be from:

- Local Authority Services such as SFSS, SEMH, PDSS Teams and the Sensory Service (part of SFSS, for children with a hearing or visual need).
- Outside health agencies such as the Speech & Language Therapy (SALT) Service.

For your child this could mean:

- That you (parents) or school request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child including some from you) they will decide whether they think your child needs (as described in the paperwork) seem complex enough to need a statutory assessment. If this is the case, they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this they will ask the school to continue with the current support.
- After the reports have all been submitted, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If they decide this is the case they will write an Educational Health Care Plan (EHCP). If they decide this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to provide the support your child requires to make as much progress as possible.
- The EHCP will outline your child's strengths, difficulties, the provision and strategies that should be in place. It will also have long and short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Q3: How can I let the school know that I am concerned for my child's progress?

If you have concerns about your child's progress you should speak to a member of your child's class teaching team initially.

If you continue to be concerned that your child is not making progress you may speak to a member of the SEND team or Home/School Liaison.

SEND

Mrs Carr, Ms White

Home/School Liaison

Mrs Balfe

Q4: How will the school let me know if they have any concerns about my child's learning at school?

If we have concerns about your child's learning we will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.
- School may place your child on the monitoring for SEN Register, write a personal profile for your child and plan interventions to support and close the learning gap.
- School may place your child on the SEN register and write a personal profile and Individual Education Plan (IEP).

Q5: How is the extra support allocated to children and how do they progress in their learning?

The school budget includes money for supporting children with SEND.

- The Head teacher decides the deployment of resources for SEND, in consultation with the school governors on the basis of need in the school.
- The Head teacher and the SENCO discuss all the information they have about SEND in the school including:
 - i) The children getting extra support already.
 - ii) The children needing extra support

The first nine hours of extra support that a child may need is provided within the school budget. Any additional funding is applied for through a bid and moderation process from the Family of Schools or High-Level Needs Budget.

Looking at all the information we decide what resources/training and support is needed.

- The school identifies the needs of pupils with SEND on a provision map. This identifies all support given within the school and is reviewed half termly in line with whole school pupil progress meetings and as and when concerns are raised. Changes are made as needed, so that the needs of the children are met and resources are deployed as effectively as possible.

Q6: Who are the other people providing services and support to children with SEND at Netherfield Primary School?

School Provision

- Teaching staff, working in the classroom or small group rooms, either with individual children or small groups, using a range of specifically designed interventions for differing needs as well as interventions designed for individual difficulties.

These may include:

- Circle of Friends
- A range of Dyslexia and Dyspraxia supportive games
- Reading Recovery
- Switch On reading
- Inference training
- Whole word approach to reading
- Teaching teams offering support for children with emotional and social development needs through Nurture Interventions
- Breakwell strategies
- Precision Teaching
- ELSA (Emotional Literacy Support Assistant)
- ICT support programmes

Local Authority Support Available to School

- SFSS (Schools and Families Specialist Services)
 - Early Years team
 - Communication and Interaction team
 - Cognition and Learning team
 - Sensory and Physical team
 - Educational Psychology team
 - Inclusive Technology
- Gedling Area Partnership (GAP) Supporting children with SEMH needs
- PDSS (Physical Disabilities Specialist Service)
- Ask Us (Parent Partnership) Service

Health Provision Delivered in School from outside agencies

- SALT (Speech & Language Therapy Service)
- Healthy Families Team
- Occupational Therapy
- Physiotherapy
- Mental Health Support Team
- CAMHS

Q7: How are the teachers at Netherfield Primary School helped to work with the children with SEND and what training do the teachers have?

We recognise the need to train all our staff on SEN issues and aim to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

Recent training for staff includes:

- Safeguarding
- Personal and Intimate Care Planning
- Metacognition and Dyslexia
- Impact of Dyspraxia
- Supporting children with Down Syndrome
- Moving and Handling Children with a Physical Disability
- An Introduction to the Engagement Model
- Supporting Children's Mental Well-being
- ASC and girls
- ELSA (Emotional Literacy Support Assistant)
- Epilepsy and Diabetes Training
- Emotion Coaching
- Deaf Awareness

Q8: How will the teaching be adapted for my child with SEND?

Class Teaching Teams plan lessons according to the specific needs of all groups of children in their class (including IEP targets and B Squared targets) and will ensure that your child's needs are met. They will do this by identifying specific next steps in progress and planning strategies to support your child to achieve these. They will follow the Assess, Plan, Do, Review Model.

This may include:

- Planning (including that for specific B Squared targets) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.

Q9: How will staff at the school measure the progress of my child in Netherfield Primary School?

Your child's progress will be continually monitored by his/her class teacher.

- His/her progress will be reviewed formally by Senior Managers (Headteacher, Deputy Head, Key Stage Leaders and SENCO) every half term in reading, writing, mathematics and for some children Personal and Social Development (PSD).
- If your child is in Reception or above, a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps (B Squared assessment).
- At the end of each Key Stage (i.e. at the end of Year 2 & 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the Government requires all schools to do and the results are published nationally.
- Where appropriate, children will have IEPs based on B Squared targets, or based on targets set in consultation with other agencies specific to their needs. Targets will be designed to accelerate learning and wherever possible close the progress gap.
- IEP target progress will be evaluated on a termly basis by the teaching teams, the child and parents/carers, and monitored by the SENCO
- Progress against these targets will be reviewed regularly, evidenced for judgements assessed which inform ongoing plans.
- The school will use the graduated response strategy of; Assess, Plan, Do, Review.
- The progress of children with an EHCP will be formally reviewed at an annual review with all adults involved with the child's education. The child is also involved in their review as much as possible, a variety of creative strategies are employed to ensure accessibility.
- The SENCO will also check that your child is making good progress with any individual work and within any group that they take part in.
- Regular book scrutinies, lesson observations, learning walks etc. are carried out by the SENCO along with all members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Q10: What support do we have for you as a parent of a child with SEND?

- The class teacher is 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 at school, so that similar strategies can be used.
- The SENCO, the SEND Team or Home School Liaison Support are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- Class Teachers will write Personal Profiles and IEP's, and review them with your involvement.
- Home learning will be adjusted as needed to your child's individual requirements.
- A home/school contact book and/or behaviour chart may be used to support communication with you, when this has been agreed to be a useful tool for you and your child.
- A behaviour chart, supported and reviewed by school, may also be employed.
- The SENCO and/or Home School Liaison can support you with referrals to outside agencies such as Health Families, Family Action, Early Help
- The SENCO can signpost you to The Local Offer and Parent support groups such as Ask Us Nottinghamshire

Q11: How is Netherfield Primary School accessible to children with SEND?

The school operates in full compliance with our obligations under the Equalities Act 2010.

- The front desk has a wheelchair height desk.
- There are two disabled toilets with changing facilities, one of which is in a hygiene suite fitted with a shower and hoist.
- We ensure, wherever possible, that equipment used is accessible to all children and families regardless of their need.
- After school provision and breakfast club is accessible to all children including those with SEND.
- Extra-curricular activities are accessible to all children.

Q12: How will we support your child when they are: joining Netherfield Primary School, leaving Netherfield Primary School or moving to another class?

We recognise that transitions can be a challenging time for children with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The EYFS Leader, SENCO and or Home/School Liaison Officer will visit pre-schools where appropriate
- If your child would be helped by a book/Personal Profile to support them in understanding moving on, then one will be made with them.
- Your child will visit the school with you and your family and meet our Home/School Liaison Officer.
- You will be shown around the school and introduced to the key staff, class teacher and teaching teams who will be working closely with you.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child, where possible / appropriate a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school (end of year transition):

- Information will be passed on to the new teaching team in advance and planning meetings will take place with the new teaching teams to discuss Personal Profiles, IEPs, Risk Assessments etc.
- If your child would be helped by a book/personal profile to support them in understanding moving on, then one will be made with them.

In Year 6:

- The SENCO will discuss the specific needs of your child with the SENCO of your child's Secondary School. In some cases, a transition review meeting, to which you will be invited, will take place with the SENCO from the new school. During this transition meeting a transition plan will be developed.
- Your child will participate in focussed learning related to aspects of transition to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made with them.

Q13: How will we support your child's emotional and social development?

PSHE (Personal, Social, Health Education)

As a whole school we aim to support children's understanding of their own emotions and related physical sensations so that they can develop internalisation of control. PSHE is part of Netherfield's Curriculum and all classes have carefully planned PSHE lessons. Some children find aspects of emotional and social development more challenging, and we have a variety of interventions available to them. These may include:

- Nurture Interventions
- Personalised lunch support
- ELSA

We can also make referrals to the Local Authorities' SEMH Team, the Healthy Families Team, Family Action, Health's Mental Health Support Team and CAMHS should we (school/parents) require support from external agencies to help meet your child's social and emotional needs.

Nurture Intervention

Nurture is an intervention for those who are having difficulty accessing learning successfully in their mainstream classroom. This may be due to a delay in social and emotional development or learning difficulties.

Aims:

- To further develop self-esteem and social skills.
- To further develop relationships between adults and children, building trust, confidence and reliability.
- To further develop responsibility for self and others.
- To help children learn to make decisions and wise choices through understanding the consequences of certain ways of behaving.

ELSA

An ELSA is a specialist teaching assistant with a wealth of experience of working with children. An ELSA is trained and regularly supervised by the Educational Psychologists in your Local education authority. The aim of ELSA is to remove the barriers to learning and to have happy children in school and at home.

ELSA's can help with:

- Loss and bereavement
- Self-esteem
- Social skills
- Emotions
- Friendship issues
- Relationships
- Anger management
- Behaviour
- Anxiety
- Bullying
- Conflict
- Relaxation techniques

Children who are identified as potentially benefiting from working with an ELSA will be chosen in discussion with parents and placed on a waiting list. Parents sign consent for children to work with an ELSA.