

SEND Information Report

Netherfield Primary School – Parents’ Information

Introduction

We are committed to meeting the needs of pupils with Special Educational Needs (SEN) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The four broad areas of need are:

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

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

1) 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.
- 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 Rowan Carr, supported by the SEND / Nurture Team are responsible for:

- Developing and reviewing the schools SEN Policy.
- Co-ordinating all the support for children with SEND.
- Ensuring that you are:
 - i) Involved in supporting your child's learning
 - ii) Kept informed about the support your child is getting
 - iii) 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 Headteacher 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 SEN 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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2) a) Class teacher input, via excellent targeted teaching (Quality First Teaching)

For your child this would mean:

- That the 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 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.

Specific Group Work

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).

b) Specialist groups run by outside agencies e.g. Speech & Language Therapy, Physiotherapist.

SEN Code of Practice 2014: SEN Support

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

This may be from:

- Local Authority Central Services, such as the ASD Outreach Team, Personal, Social, Emotional Development Team (PSED) or Sensory Service for students with a hearing or visual need.
- Outside Agencies such as the Educational Psychology Services (EPS)
- Community Paediatrician

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.

c) 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 needing a particularly high level of individual or small group teaching.

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 Central Services such as the ASD, PSED Outreach Services, Sensory Service (for children with a hearing or visual need).
- Outside 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 this is the case they will write an Educational Health Care Plan (EHCP). If 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 Statement or EHCP will outline the number of hours of individual/small group support your child will receive from the LA; how the support should be used, and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

- 3) **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 the Home/School Liaison Team.

SEND

Mrs Carr, Ms White

Home/School Liaison

Mrs Balfe, Mrs Roper

4) **If your child is identified as not making progress 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.

5) **The school budget includes money for supporting children with SEND.**

- The Headteacher decides the deployment of resources for SEND, in consultation with the school governors on the basis of need in the school.
- The Headteacher 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
 - iii) The children who have been identified as not making much progress as would be expected.

From this information they 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.

6) School Provision

- Teaching staff responsible for teaching including groups of children with SEND on a part-time basis.
- Teaching staff, working in small groups in the 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 our Nurture Group
 - Breakwell strategies
 - Chatterbox
 - Memory Fix
 - Precision Teaching
 - ELSA (Emotional Literacy Support Assistant)
- ICT support from programmes such as:
 - Memory Boost
 - RMEasimaths

Local Authority Provision delivered in School

- Autism Outreach Service
- Educational Psychology Service
- Gedling Area Partnership (GAP) Supporting children with SEMH needs
- Sensory Service for children with visual or learning needs
- Ask Us (Parent Partnership) Service
- SALT (Speech & Language Therapy Service)
- Complex Communication Team

Health Provision Delivered in School

- Additional Speech & Language Therapy input to provide a higher level of service to the school.
- School Nurses
- Occupational Therapy
- Physiotherapy
- CAMHS

7) Part of the SENCO job is to support the class teaching teams in planning to effectively meet the needs of the children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and speech & language difficulties.
- Individual teachers and support staff attend a rich variety of training courses run by staff at Netherfield Primary School and outside agencies that are relevant to the needs of specific children in our school.

Recent training for staff includes:

- Inclusion for All
- SEND graduated response and layers of provision
- Differentiation
- Breakwell Cycle and Strategies
- MAPA
- Attachment Needs
- Demand Avoidance
- Dyslexia
- Whole word approach to reading
- Precision teaching
- Risk Assessments
- Safe moving and handling
- IEPs/Personal Profiles/Interventions on Scholarpack
- ELSA (Emotional Literacy Support Assistants)
- Epilepsy and Diabetes Training
- Risk Assessments
- Health & Safety

8) 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.

- 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.
- Planning (including that for specific BSquared targets) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

9) 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, Phase 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 necessary, children will have IEPs based on B Squared targets, Boxall 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 SENCO, teaching teams, the child and parents/carers.
- 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.

10) The class leader and teaching team are available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and at school, so that similar strategies can be used.

- The SENCO, the SEND/Nurture Team and or the Home School Liaison team are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with the person involved directly, or where this is not possible in a report.
- Personal Profiles and IEP's will be reviewed, 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.

11) The school is fully compliant with DDA requirements

- The front desk has a wheelchair height desk and is DDA compliant.
- There are two disabled toilets, shower area and changing facilities.
- 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.

12) **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 Officers 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 one of our Home/School Liaison Officers.
- 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 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.

13) SEAL

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. All classes follow our SEAL (Social Emotional Aspects of Learning) curriculum which is a key driver of our curriculum to support development. SEAL explicitly teaches children to deal with transitions, interact with others productively and to recognise their own emotions. Some children find these aspects of learning more challenging, we therefore have a variety of interventions available to them. These include:

- Oasis and Owlets lunch groups
- Circle of Friends
- Nurture group

Oasis and Owlets (Lunchtime Support)

For some of the children lunchtimes can be a traumatic time. This may be caused by changes of environment and routine, staffing; sheer numbers and noise and often social skills needs. As a school that strives to be as inclusive as possible for all needs a decision was made to develop a provision whereby these vulnerable children could be supported to have a more relaxed and containing lunchtime where their needs could be supported and addressed. Thus the Oasis was born. Oasis is for children in KS2 and is run by two members of staff on a rota. The children eat in family groups and are encouraged to socialise. The children then play together with staff carefully modelling and supporting interactions in a smaller group.

Owlets is for children in KS1 who find the busy dinner hall challenging for a variety of reasons. These children eat their lunch in a small family group. They play selected social, turn taking games together as well as playing outside with the group lead adult.

Circle of Friends

A Circle of Friends is a group made up of 6 to 8 children who have agreed to help one of their classmates. Usually the circle helps someone to get on with other children. It involves the group meeting once a week for 15-30 minutes with an adult and focus child to come up with solutions and ideas for sorting out any difficulties.

As well as helping the focus child, it has been found to benefit all the children in the group. In particular, it seems to help them develop their ability to think through problems and helps with their understanding of themselves and others.

Nurture Group

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, learning difficulties or difficulties on the autistic spectrum. We have a KS1 and KS2 nurture group, KS2 running in the morning and KS1 in the afternoon.

Aims:

- To provide a small-scale setting in which children can experience more focused nurturing care from two adults, who actively work towards enabling their successful reintegration.
- To have a predictable, calm and purposeful learning environment and timetable.
- 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.
- To work in partnership with parents and teachers to achieve consistency of approach at home and school.
- To provide ongoing assessment through using the Boxall Profile /B Squared.
- To prevent possible exclusion