

## **Netherfield Primary School-SEND Information Report**

At Netherfield Primary School we are committed to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and supporting them to make the best possible progress. We want our curriculum to help children to achieve their potential.

We aim provide every child with a wide range of needs to access to a broad and balanced education; this is in line with the Special Educational Needs Code of Practice.

### **Definition of SEND:**

The definition for SEN and for disability from the SEND Code of Practice states:

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.*

*Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.*

*Many children and young people who have SEN may have a disability under the Equality Act 2010 –that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.*

### **Identifying children with SEND:**

All children are regularly assessed, and progress is tracked and monitored. As a school we use a combination of formative and summative assessment. Formative assessment is the process used to gain essential information on abilities, progress and achievements of all individual pupils and this is assessed by noting and recognising

how well a child does during lessons, through the marking of work and through conversations between children and teaching staff. Summative assessment can be made from formal and informal testing and by tracking progress. Any additional needs can generally be detected through this ongoing assessment process.

Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators, have social, emotional or mental health needs or are vulnerable due to diagnosis or circumstances will be monitored and supported.

### **What should I do if I think my child has special educational needs?**

Please come and talk to us. In the first instance, please speak to your child's class teacher as they are in direct contact daily with your child and will know them well. The class teacher will then discuss any significant concerns with the SENCo.

### **Who is the school's Special Educational Needs Co-ordinator (SENCo)?**

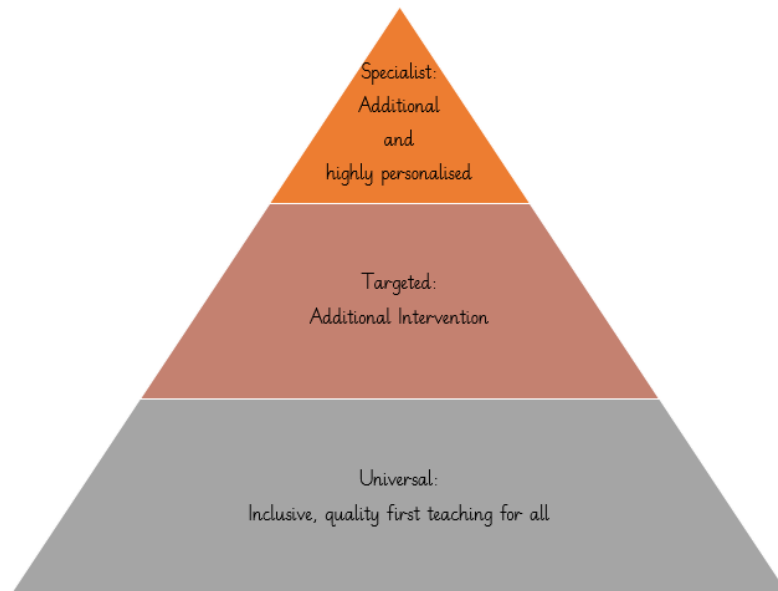
The SENCo Teacher at Netherfield Primary School is Miss Louise Sugden, who is responsible for:

- Developing, implementing and reviewing the schools SEN Policy and Procedures.
- Co-ordinating and overseeing all the support for children with SEND.
- 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.
- Ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is getting and are involved in reviewing how they are doing.
- Liaising with all the other agencies who may be coming into school to help support your child's learning e.g. SFSS, Health, Social care, Educational Psychologist etc.
- Updating the schools SEN register and making sure that the records of your child's progress and needs are kept.

### **Provision for children with SEND in our school:**

The provision for a child who has special educational needs is additional to or different from that made for other children of the same age. It may simply include more adaptations to quality first teaching, or it may require more targeted and specialist interventions.

The following 'Waves of Provision' diagram shows how support and involvement is increased or decreased depending upon your child's needs based upon their attainment, our assessments and their needs shown within school.



**Examples of Universal Support:**

- now and next workboards
- timers
- sensory fidgets
- adapted texts
- pre and post teaching
- instructions broken down into small steps
- use of additional visuals for memory support
- range of multi-sensory approaches
- additional processing time
- writing frames
- coloured overlays
- adoptions to environment for sensory issues
- adoptions to seating
- use of signs and symbols
- movement and sensory
- emotions coaching techniques

**Examples of Targeted Support:**

- Additional group support with English or Maths
- Interventions for English and Maths
- Dyslexia interventions
- Speech and Language Support
- Social Skills Intervention
- Lego therapy
- ELSA

**Examples of Specialist Support:**

A referral to a specialist external agency for support and guidance:

- School and Families Specialist Support Services (SFSS)
- Gedling Area Partnership (GAP)
- Educational Psychologist (EP)
- Social Care and Family Service (Early Help Team).
- Speech and Language Therapy (SALT)
- Healthy Families Team (School nurse)
- Paediatrician NHS
- Occupational Therapist and Physiotherapist via the NHS.
- Child and Adolescent Mental Health (CAMHS and the MHST).
- Family SENCo for the Carlton-le-Willows family of schools.

**SEN Register:**

Where it is determined that a pupil does have SEN, parents will be formally advised of this by the class teacher and the child added to the school's SEN register. A child may be removed from the SEN register as progress is achieved. It is designed to be a flexible and fluid process.

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place so barriers to learning are addressed or removed. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the needs of the child grow and change. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. Each child will have a SEN Support Plan that is updated termly by the class teacher/SENCo, considering the views of the class teacher, parent/carer and the pupil.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Where external support staff from the local authority are already involved, their work will help inform the assessment of need and provision in place. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents/carers.

### **Plan**

Planning will involve consultation between the teacher and SENCo to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. All those working with the pupil will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

## **Do**

The class teacher is responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

## **Review**

Termly SEN reviews will be undertaken. The review process will evaluate the impact and quality of the support and interventions on progress and outcomes. It will also take account of the views of the pupil and their parents/carers. The class teacher, in conjunction with the SENCo, will revise the targets, support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents/carers and the pupil. Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## **Additional Funding:**

A very small number of children who have complex needs, will require the school to request support from the local authority with additional funding to provide a 1:1 teaching assistant or intensive support.

School can apply to the Family SENCo and the Local authority for:

- AFN funding (Additional Family Need). The SENCo places a bid to the family of schools to access this funding and it is moderated and decided by a panel led by the Family SENCo.
- HLN funding (Higher Level Need). Occasionally a child may have very complex or more severe needs which require more consistent, full-time adult support to access the curriculum. This funding must be applied for through the Local Authority. A panel of professionals moderate the bid and decide if it meets threshold.

### **Specialist services and expertise that are available at Netherfield Primary School**

We have high-quality teaching and support staff. All our staff are highly trained and kept up to date through external and internal continuous professional development.

We work closely with external specialists who can help and guide us so that we deliver the best support for a child with Special Educational Needs. If required, we can request support from other specialist agencies usually via a Springboard Panel which are held termly.

Here are some of the services that we can access:

- School and Families Specialist Support Services (SFSS)
- Gedling Area Partnership (GAP)
- Educational Psychologist (EP)
- Social Care and Family Service (Early Help Team).
- Speech and Language Therapy (SALT)
- Healthy Families Team (School nurse)
- Paediatrician NHS
- Occupational Therapist and Physiotherapist via the NHS.
- Child and Adolescent Mental Health (CAMHS and the MHST).
- Family SENCo for the Carlton-le-Willows family of schools.

It is important that we promote good mental wellbeing for all pupils at our school and we are dedicated to ensuring pupils are resilient and aware of their mental health and emotional needs. Our school delivers both a private counselling and an Emotional Literacy Support Assistant (ELSAs) who is trained by local authority Educational Psychologists to provide emotional and social skills support.

### **Education Health Care Plan (EHCP)**

If a child has complex needs, they may undergo the Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carers. From the Statutory Assessment Process the decision will be made as to whether an EHCP is required. The decision will be made by a group of specialists from education, health and social care.

Parents/carers have the right to appeal against a decision not to initiate a statutory assessment or EHCP.

The application for an EHCP will combine information from a variety of sources including:

- Parents/carers
- The child
- Teachers
- SENCo
- Social Care
- Health professionals

Further information about EHC Plans can found via the SEND Local Offer.

If you feel your child requires an EHCP, please discuss this with the SENCo.

### **How can parents get involved at our school with SEND?**

Parents have a unique knowledge of their child and by parents and staff working together better outcomes can be achieved so that children can do their very best.

Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's SEN Support plan.

### **Pupil Voice:**

Pupil voice is very important to us. Children with special needs are supported to fill in a pupil reflection form every term before their review.

### **Transition Process:**

Transition into school, between classes and onto their next school is carefully managed by all the staff.

At the end of each year, the class teachers hold meetings with the children's new teachers. TAs also meet at the end of each year to pass on information about targeted children. Class teachers pass on all relevant information regarding children including details of any interventions, needs etc.

KS3 Transition: We liaise closely with the SENCo/ Head of Year at our local secondary schools to ensure a smooth transition. In the Summer Term, some SEND children will have access to extra visits to familiarise themselves with the setting and meet key staff. These are arranged by the SENCo.



Relevant documentation is transferred indicating the child's needs and placement on the SEN register, relevant assessments and nature of current support.

### **Role of the Governors in SEND:**

The school Governors ensure the ongoing achievement and success of SEND learners.

The SEND Governor is the Governing Body's advocate for learners with SEND and those with inclusion needs. They support and challenge the school to ensure that no learner is treated less favourably, denied opportunity or left behind because they have additional needs.

### **Helpful Links:**

#### **Notts local offer:**

[Nottshelpyourself | Nottinghamshire's SEND Local Offer](#)

#### **Notts Help Yourself**

[Nottshelpyourself](#)

#### **NCC website for SEN**

[Special educational needs and disabilities \(SEND\) | Nottinghamshire County Council](#)