

# Nateby Primary School

## **SEND Information Report**

SENCO: Mrs Kathryn Riley

Headteacher: Helen Smith

SEN Governor: Mrs Houghton

Contact: 01995 602945

Email:kriley@nateby.lancs.sch.uk

As of September 2014 all schools must annually publish a SEND Information Report. This is linked to the local authorities Local Offer and gives information about what the school offers all pupils, especially those with Special Educational Needs or Disability. Lancashire's Local Offer is available at <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Our school offer is available on our website.

### **1. What kinds of Special Educational Needs do we make provision for at our school?**

Nateby primary school is a mainstream school, taking children from Reception to Year 6 (ages 4-11). We have provision to meet the needs of children within the four broad areas of SEN. These areas relate to difficulties with:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Physical and sensory need

### **2. How do we identify a child with SEND and how do we assess their needs?**

Early identification is vital and the school takes advice from specialist teachers and outside agencies where appropriate to help advise on the provision of intervention strategies. All children are assessed on entry to school. Class teachers inform parents at the earliest opportunity to alert them of any concerns and enlist their help and support.

Through careful assessments and observation any concerns that staff may have about a pupil are brought to the attention of the SENCO. Further appropriate assessments are carried out internally and externally if appropriate by a specific professional, e.g. specialist teacher, Educational Psychologist, and support is put into place. This may include intervention programmes, Speech and Language Therapist or Occupational Therapist.

The necessary support will be provided alongside Quality First Teaching. Initially this may include specific strategies suggested by the SENCO or external agencies, intervention groups delivered outside the classroom, resources to support lessons within the classroom. A differentiated or individualised curriculum may be put in place and input will be monitored regularly by the class teacher and by the SENCO.

For SEN pupils making very slow progress PIVATS are used to monitor and celebrate smaller steps of progress.

Teachers plan accordingly to meet the needs of all pupils in their class and teaching assistants work with identified children in small groups or on a 1:1 basis.

For children whose learning needs are complex specified individual support may be needed. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a high level of individual or small group teaching. This type of support is available to children with specific barriers to learning that cannot be overcome by Quality First Teaching and Intervention Groups.

### **3. What should I do if I think my child may have Special Educational Needs?**

We operate an open-door policy which enables parents to speak with class teachers, SENCO and Headteacher when required. All parents are invited to attend a transition meeting before their child starts school. This provides the opportunity to discuss your child's needs with us.

Parents are welcome to come into school and discuss their child with the class teacher at any point during the year. If a parent thinks their child may have a specific need they may ask to see the SENCO.

It is important that parents come into school to discuss their child as soon as they feel there is an issue as early identification is vital and parents know their children best.

### **4. How will the school let me know if they have concerns about my child's learning in school?**

If your child is identified as not making progress we will set up a meeting to discuss this with you and listen to any concerns you have. The class teacher and SENCO will plan any additional support your child needs and discuss with you any external professionals to support your child.

You may also contact the Headteacher or SEN Governor to raise any concerns you may have.

#### **5. How does the school involve parents and consult them about their child's education?**

We strongly value our partnership with parents. Parents have the opportunity to meet with their child's class teacher within the first term each year and parents are welcome in to school to express any concerns at any point during the year.

In addition to this, parents of children with an additional or special need are invited into school each term to discuss targets on the Individual Educational Plan with the SENCO. This provides the opportunity to celebrate successes and set new targets. New targets will be set as appropriate when current targets have been met throughout the year.

A home school diary may be used to support communication with you if we feel this would be useful for you and your child.

#### **6. How is the effectiveness of the provision made for children with SEN evaluated?**

All pupils' progress is monitored throughout the school and children with SEN are also monitored in relation to targets on their IEP. We regularly review the SEN register. Tracking is used to ensure all pupils make progress. We provide a wide range of intervention programmes and support. Children are assessed before entering a programme and throughout so that it can be decided when they are ready to leave the programme or continue. If it is felt that the programme is having little impact then alternatives are put into place.

#### **7. How will our school support your child and how will the curriculum and learning environment be adapted to meet their needs?**

All teachers assess all children regularly and if your child is not making the expected progress additional support will be put in place. This may include intervention groups, Teaching Assistant support in class or extra resources or equipment. We follow the National Curriculum and lessons are differentiated to meet the needs of our children. Differentiation may be by support, task, outcome or resources used. We seek the advice of other professionals if needed, to support with this.

## **8. How is the decision made about the type and how much my child will receive?**

Following class teacher assessments, if a child is not making the expected progress they will discuss with the SENCO and, after a discussion with parents, may attend an intervention group. It might be decided that the school needs support from external agencies to support a child and from this advice specific targets will be put into place

The school identifies the additional needs and provisions for pupils on a whole school intervention log. This identifies the support given within the school and is reviewed regularly by staff, SENCO and the Headteacher. Changes are made so that the needs of all children are met and resources are deployed as effectively as possible. The Headteacher and SENCO discuss the information they have about SEND in the school on a regular basis including children already receiving support, children who need support and children who are not making the expected progress.

## **9. How will my child be included in activities outside the classroom including educational visits?**

We offer a wide variety of extra-curricular clubs and activities which are inclusive and if needed risk assessments are carried out to ensure all children can participate.

For school visits, including residential trips, risk assessments are completed and all children are encouraged to participate fully in all activities. Additional staff may be used to support such visits as necessary.

## **10. What support will there be for my child's overall wellbeing?**

Social and emotional development is very important to your child's progress in school. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. Their needs are developed through a broad curriculum including 'My Happy Mind', PSHE and RE.

Additional support is provided by NewStart Counselling Service. This includes supporting children with anxiety, stress, self-esteem and confidence.

If your child has a medical need they will be given a Care Plan. This will be completed by parents and the school nurse, if required, to ensure necessary information is held in school. Care Plans are passed on to the relevant class teacher and a master copy is kept in school.

For children with Asthma, forms and inhalers are stored in the school office so they can be accessed when needed and an inhaler log is kept with the inhaler to be completed by staff when the inhaler is used.

## **11. Who are the people and specialist services available to or accessed by the school?**

School provision for pupils with SEN includes:

- Teachers – working with a group or 1:1 in class
- Teaching Assistants working inside or outside the class with a group or 1:1
- IDL Programme – ICT based to support reading and spelling
- Nessy
- Social Communication Programmes (Socially Speaking, Think Social.)
- Reading comprehension groups
- Phonics groups in KS1

Outside Agency support includes:

- Speech and Language Therapy
- Specialist teachers
- Stepping Stones (PRU)
- NewStart
- Play Therapists
- School Nurse
- Paediatricians
- Occupational Therapy
- CAMHS

## **12. What training have the school staff supporting SEND had?**

Class teachers are responsible for planning for children with SEN. The SENCO provides support as necessary and regularly meets with class teachers to discuss the provision and impact within the classroom.

The school provides training and support to all staff to improve the teaching and learning of all children including those with SEN. Whole school training on SEN issues including Attachment Disorder, Auditory Processing, Executive Function and Adaptive Teaching Strategies have been delivered as part of staff INSET.

Individual teachers and TAs attend training course that are relevant to the needs of our children. The SENCO attends all SEN updates delivered by Lancashire LEA..

In addition to this many TAs have received training on Speech, Language and Communication, including the Talk Boost programme.

## **13. How accessible is the school?**

To ensure access for all pupils and parents the main entrance is on a single level and wide enough to accommodate a wheelchair if necessary. The downstairs of our school is on a single level throughout and there is a disabled toilet.

More information can be found in the Accessibility Plan.

#### **14. How will the school prepare and support my child to join the school or transfer to a new school?**

We recognise that transitions can be difficult for a child with SEN therefore we try to ensure that any transition is as smooth and as stress free as possible for you and your child.

Prior to starting our school we will meet with you and your child and gather as much information as is possible to help us prepare your child for starting at school.

If your child has attended nursery or pre-school provider we will make contact with them prior to your child starting school and your child will be welcomed to several play sessions during the Summer Term before they start in Reception. We hold a welcome meeting for all families where they can look around our school and meet staff.

If your child is joining us from another school the class teacher and SENCO will liaise with your child's school. You and your child will be able to visit our school and meet their new teacher. There will be an opportunity for your child to have a taster day in their new class.

When moving classes in school all class teachers have a transition meeting to discuss all pupils. Information including IEPs will be shared with the next teacher and all children visit their new classroom for a morning session prior to moving up in September.

When your child moves on to high school the Year 6 class teacher, SENCO and Headteacher will discuss the specific needs of your child with the Head of Year 7 and the SENCO from the high school. A transition review meeting will take place for a child with an EHC Plan with the high school SENCO in attendance. Your child will have the opportunity to visit the high school at least once, however with consent of the receiving school your child may be able to have several visits if needed in order to become familiar with the new setting and staff.

#### **15. Who can parents contact for support and advice?**

In the first instance parents should contact their child’s class teacher or SENCO for support and advice. Additional support and advice can be found from the individuals and organisations listed below.

Kathryn Riley (SENCO)	01995 602945
Health Visitors / School Nurses	0300 247 0040
Lancashire SEND Information, Advice and Support Service	0300 123 6706 <a href="https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/">https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/</a>
Lancashire Special Educational Needs and Disabilities Local Offer	<a href="http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx">www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx</a>

Legislative Acts taken into account when writing this report include:

- Children and Families Act 2014
- Equality Act 2010