

**SEND Information Report**

**Nursling C of E Primary School**

**Date of Issue: March 2021**

**Review date: Feb 2022**



## **Nursling C of E Primary Special Educational Needs Information Report**

### **The purpose of this information report is to:**

- Provide clear information which will help prevent misunderstandings.
- Support the development of good relationships between parents and carers of children through production of this report.
- Provide evidence of consultation and involvement of parents and carers in feedback and further development of our provision for all children with Special Educational Needs.

### **What types of Special Educational Needs and Disabilities (SEND) can the school make provision for?**

Nursling Primary School is a mainstream school catering for children aged 4-11. We are an inclusive school and strive to teach all children, regardless of their abilities in a way that encourages them to achieve their full potential.

At Nursling Primary School we make provision for children with a wide range of needs including those who require extra support with communication and interaction; cognition and learning; social emotional and mental health; sensory and/or physical difficulties.

### **How does the school know if children need extra help?**

Children are identified as having special educational needs through a variety of ways:

- Teachers liaise with pre-school/nursery or previous school attended by the child and with parents before children join our school.
- Concerns may be raised by parents or teaching staff after a child has started school, perhaps because a child is performing significantly below age related expectations. There may also be changes in a child's behaviour or emotional wellbeing.
- Liaison could be with external agencies which may include Paediatricians, Educational Psychologists, Occupational and Speech and Language Therapists as well as Physiotherapists or Child and Adolescent Mental Health Service (CAMHS).

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

- If you have concerns about your child's needs talk primarily to their class teacher then the SENCO, Headteacher or other professional adults within the school. We pride ourselves on building positive relationships with parents and strive to build and maintain honest and open relationships with all members of our school community.

## How will school staff support my child?

- Our SENCO, Mrs Pearce, oversees all support and progress of any child requiring additional support across the school and measures the impact. We are committed to early identification of Special Educational Needs and adapt a graduated response to needs (assess, plan, do and review) through flexible and responsive provision.
- The class teacher has primary responsibility for their children's needs and achievements. The SENCO supports the class teacher in meeting those needs. The class teacher will ensure that class work is adapted to meet each child's needs and learning in any additional support is reinforced in class work.
- At Nursling Primary School we have a graduated response which begins with Quality First Teaching and our teachers are adept at making plans to support all their children. If there is concern about progress then additional strategies will be put in place in the classroom.
- Some children may receive small group or individual support which is additional to and different from that received by other children. This will be specific, to ensure every child is successful with their learning. The regularity of these sessions will be explained by the class teacher or the SENCO to parents when the support starts. A Learning Support Assistant (LSA) will usually deliver this support under the supervision and guidance of the class teacher and SENCO.
- It may be necessary for the child to be placed on the SEND register. If a child is going to go onto the SEND register, a discussion will take place between the SENCO and parents.
- All our children on the SEND Register have Individual Support Passports that are carefully monitored and evaluated to ensure the support is effective as part of our Assess Plan Do Review cycle to support children with additional needs. Targets are written by the class teacher in partnership with the child, parents, LSA and SENCO and support agreed. The child's needs, targets and progress will be reviewed termly (and could be part of a Parent Evenings) with the expectation that targets will be achievable though challenging, enabling the child to succeed.
- If a child has complex special educational need or disability, they may undertake statutory assessment leading to the provision of an Education Health Care Plan (EHCP) or part of an TPA (Transition Partnership Agreement) which ensures that during a transition (change of placement) all stakeholders work together to ensure the best interests of the child are maintained. If this is the case, more formal meetings involving external agencies take place to discuss your child's progress and a report will be written.

## How will the curriculum be matched to my child's needs?

- All the children at Nursling Primary School have access to a broad and balanced curriculum that provides every child with the opportunity to reach their full potential.
- In the first instance, we aim for every child to be receiving quality first teaching whereby class teachers are responsible for the progress and appropriate task design for each child with SEND in their class.
- All work within class is pitched at an appropriate level so that all children can access the learning according to their specific profile of strengths and needs. This may mean there are different levels of work set but all the children are following the same learning journey.

- Our teachers plan so that each child has the opportunity to develop as an independent learner. We adapt resources and homework to suit different needs.
- It may be necessary to provide an individualised curriculum so that every child is able to achieve their full potential every lesson. The progress through this approach is carefully monitored to ensure that targets are being met, gaps are identified and built upon so progress can be made.

## **How will both school and I know how well my child is doing and how will school help me to support my child's learning?**

Our school assesses the children's learning constantly in order to inform us of each child's next steps in learning. Assessment data is collected and analysed regularly by class teachers and the Senior Leadership Team. There are many ways in which we assess and review progress of children with Special Educational Needs including:

- Regular ongoing observations and assessments by the Class Teacher and LSA to inform us of each child's next steps in learning. As a school, we track children's progress from entry in Year R through to Year 6 using a combination of Teacher Assessment, standardised test for reading, spelling and maths and observations. Assessment data is collected and analysed regularly by class teachers and the Senior Leadership Team. This is reported to parents in parent evenings and an annual report.
- We closely monitor the progress the academic progress of our children with SEND from their starting points against National/Age Related Expectations to ensure any gaps with their peers or expected age levels are narrowing.
- When children are receiving additional support, their attainment will be recorded when the intervention begins and is complete so we can measure their progress and review impact.
- Diagnostic assessment may also be used, when appropriate, to identify needs and regular reassessment to monitor the impact of provision in supporting progress.
- Pupil Progress Meetings regularly take place with the Headteacher and SENCO where teachers have the opportunity to discuss progress made and any barriers to learning and the support we can provide to ensure progress.
- Each child's individual targets on their Support Passport are regularly reviewed by the LSA and Class Teacher. During the review, the progress the progress child has made each target will be discussed. If the targets are not met, the reasons will be discussed and the original target adapted with smaller steps or a different approach to ensure success. Parents are then invited into school to review progress and, along with the child, discuss and agree new targets..
- Children may move off the SEND Register or their level of support may decrease EHCP to SEN Support when sufficient progress is made following a discussion with Parents, Teacher and SENCO.
- If it is required, parents can be given information on other support available in the local area. Teachers will be able to suggest and provide additional resources to help parents support their child at home.

- Parent workshops are offered to help parents' support their children at home. If a child has a more complex special educational need or disability then there will be additional meetings planned in for everyone working with that child prior to them starting at our school. All children joining us are invited to visit the school and take part in activities in their new classroom, where they will meet adults and peers prior to them starting with us.

## **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

If a child with SEND is learning remotely, they will continue to have provision made to enable them to meet the outcomes in their Education Health Care Plans and agreed targets in their Support Passports.

- Remote learning support may include visual support such as visual timetables, flashcards, technology where appropriate such as laptops or printed learning packs, pre-teaching and small group/1:1 teaching, resources and support for their emotional well-being through weekly ELSA Zoom sessions and online provision such as Times Table Rockstars.
- We recognise that some children, for example some children with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support these children and provide feedback through a private comment on the stream or a private email to the children's Google email address. We ask that although parents may want to support their child that they do not complete the work for them so we can assess how their learning from what work they have submitted.
- The SENCO will have regular contact with parents and carers of children on the SEND register by phone calls and virtual meetings to ensure all needs are being met. This information will then be discussed with the class teacher. Please see our Remote Teaching and Learning Policy on the School Website for further information.

## **WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?**

- We believe that your child's education should be in partnership between parents and teachers. Class teachers will meet with parents at least on a termly basis, although the frequency of these meeting is determined by the level of a child's needs. Additional meetings may be arranged by either parents or the class teacher and SENCO as required. This could be part of a parent evening discussion, telephone discussion, an email or a separate meeting with the SENCO at a mutually convenient time.
- Parents are encouraged to speak to class teachers regarding their child's learning as an ongoing process. Our home school communication books are a helpful way for us to communicate as your child will bring this home every day so that comments from parents, teachers and LSAs can be shared and responded to when needed. This enables us to share positives and specific targets for us to work on in home and school.
- Informal opportunities are available regularly to discuss individual issues.
- Appointments are able to be made for more complex issues. We have an open door policy for parents.

- If it is required, parents can be given information on other support available in the local area. Teachers will be able to suggest and provide additional resources to help parents support their child at home.

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

Nursling Primary School is an inclusive school and we welcome and celebrate diversity. Children need to be emotionally and socially secure in order to learn and we believe a child's wellbeing is crucial to their success. We are a caring and nurturing team and work together to look after our children's needs.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact.
- If additional support is required, the class teacher liaises with the SENCO for further advice. This may include working with outside agencies

For further support please note:

### **Medical**

- We have a comprehensive 'Supporting Children with Medical Needs' Policy that clearly states how the school can support the child's medical needs. All teachers and LSAs have a schools first aid training qualification. In addition to this we have a member of full-time staff who holds the First Aid at Work.
- For children who have toileting needs, and require additional support, specific staff, who have received training from medical professionals, will ensure the needs of each child are met. This training is delivered with the consent and knowledge of parents.

### **ELSA**

- Emotional Literacy Support is available to children who need additional support to manage or express their emotions. Children with a variety of needs are identified and supported either in a small group or on a 1-1 basis. Our SENCO coordinates these sessions in consultation with parents, class teacher and Emotional Literacy Support Assistant (ELSA)

### **Behaviour**

- We actively promote and praise and reward positive behaviour management and a clear reward system is followed by all staff and pupils. The policy regarding behaviour is on our school website.
- Staff keep records of behaviour incidents and these are analysed to identify and patterns or possible triggers.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps the child to identify why the incident happened and what the child needs to differently to change their behaviour. A restorative justice approach will be used.
- Where required, Individual Behaviour Support Plans are drawn up in partnership with the SENCO, class teacher, child and parents which are personalised to provide appropriate support to reduce the risk of exclusion.
- Some behaviours are features of particular individual needs and we work with the child's peers to develop a greater understanding of difference and encourage parents to share our inclusive principles.

## **Attendance**

- Attendance is tracked in school and weekly updates of whole school and class attendance are shown on the weekly newsletter. Parents of children with poor attendance are invited in to discuss ways in which the school can support parents with their child's attendance. Good attendance is rewarded – children are given annual attendance certificates.

## **Outreach**

- We can access behaviour support from The Clifford Centre. This may include outreach support or placement of children for sessions at the resource.

## **What specialist services and expertise are available at or accessed by the school?**

- We work in partnership with other agencies to support every child and have access, support and training from the following: Educational Psychologist, Occupational Therapist, Speech and Language Therapist, Specialist Teacher Advisors for Visually Impaired and Physical Disabilities, School Nurse, Diabetes Nurse, Asthma Nurse, Social Workers, Behaviour Outreach Support, Ethnic Minority & Traveller Achievement Service (EMTAS), Early Help Hub and CAMHS (Child and Adolescent Mental Health Services).

## **What training are the staff supporting children and young people with SEN had or are having?**

- Our SENCO is fully qualified and accredited, is a specialist teacher (specific learning difficulties) and an Autism Ambassador.
- The SENCO carries out an audit of training needs annually to inform her of training needs throughout the school. This training can be undertaken out of school as well as in school. As part of the school's commitment to our children and staff, regular Continuing Professional Development (CPD) is carried out to ensure they can provide the best support to our children.
- All LSAs carrying out individual work with children have been trained on that specific programme. We access training to support all the needs we have in school to ensure we are all able to support children effectively.
- We have a member of staff trained as an ELSA another in training and receiving who receive regular support from the Educational Psychologist
- One member of staff has had trained in delivering Speech and Language Programmes from Speech and Language Therapists.
- All members of staff have regular safeguarding training. The Headteacher is the Designated Safeguarding Lead and has one Deputy.

## **How will my child be included in activities outside the classroom including school trips?**

- Trips planned to enhance the curriculum are usually linked to topic work taking place in class. We aim for all children to be included in school trips. As part of the planning, we consult with parents or, if necessary, ask them to attend the trip.
- We consult with the adults who work at the site of the visit to plan for a child's successful visit and we make a pre-visit to check the site. It may be that we advise you to make a pre-visit with your child. Should your child have any physical needs we seek advice from the relevant support agencies.
- We carry out rigorous individual risk assessment plans and the ratio of adults to children is in line with that advised by Hampshire County Council. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities covering the same curriculum areas are provided in school.

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

We understand that some children may require additional or different equipment and facilities in order fully access their learning opportunities.

We work in close partnership with parents and carers and the appropriate services /agencies if need arises, to plan what types of equipment or adaptations may be needed to ensure a positive learning experience for all our children.

- The school is all built on one level, so wheelchair access to all classrooms is off one central corridor with several access points from outside and wide door access to most rooms. The school can be accessible by a wheelchair with modifications to the route round school. We encourage parents to visit our school and view our Accessibility Plan on the School website.
- There is a disabled toilet which is fully wheelchair accessible. We work in partnership with Occupational Therapists and Physiotherapists to make sure that the physical environment is safe so that children can access their learning. We also seek support for families where necessary. In addition to this all classrooms have visual timetables.
- In the school car park there is a marked disabled parking bay.

## **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?**

- When a child joins Nursling Church of England Primary School, there is an established programme of transition and activities to introduce them to our school. This will include over the duration of three weeks, three sessions per child. These sessions will take place across a range of days. We also conduct individual child pre-visits at home and at preschool. There is then an invitation to attend an open evening in school prior to the child attending pre-visits when parents will meet new class teachers and key members of staff in school. In addition to this class teachers will meet with preschool staff to discuss any further concerns. When a child starts Nursling Primary School in September they will receive a staggered



entry which enables adults and children to build a solid foundation for the children education and wellbeing.

- If a child already has complex SEND needs then discussions with parents start when they accept a place. If other professionals are involved they will meet to discuss a child's needs and provision in the school to ensure that we meet their needs.
- For children with SEND we encourage further visits and will provide social stories to help them to familiarise themselves with their new surroundings.
- As each child grows older and changes classes and class teachers there will be discussions between teachers to ensure a smooth and happy transition. This will include any appropriate information regarding data, specific support programmes or any physical or emotional needs. Transition for a child may include visits to the new class.
- When a child leaves our school, the SENCO of the receiving school will contact us to ensure a smooth transition between schools. Any information concerning a child's education will be sent to the new school. If a child has more complex needs it may be that SENCOs of both Nursling Primary School and the receiving school write a TPA (Transition Partnership Agreement). This document includes all the child's needs and provision that the receiving school needs to be aware of. This document is written with full knowledge and involvement of parents. We will arrange additional visits with a programme specifically tailored to aid transition for more vulnerable children.
- If your child has an EHCP then the review meeting will be used to plan transition and staff from both schools will be invited to attend

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

- The Class Teacher and SENCO will discuss the child's needs and decide what support would be appropriate as part of our graduated approach to need.
- Different children require different levels of support to bridge the gap to achieve the levels appropriate to their age and stage of development.
- Where children require special access arrangements for example for KS2 SATS, these will be applied for and requested as necessary (e.g. extra time, a reader or scribe)
- The class teacher and SENCO will discuss the child's need and what support would be appropriate and follow recommendations made by any visiting professionals, if the child does not have an Education and Health Care plan with regards to the additional support they may require to enable them to make progress either educationally, emotionally, behaviourally or physically
- Occasionally it may be that the decision is made to apply for an Education Health Care plan. If this is the case, parents will be supported by the school throughout the application process.

### **Educationally:**

- Data is used to support decision making in this case. If a child is not making expected progress this will be picked up through data review meetings with the class teacher and

Deputy/Headteacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings and it is decided that they require additional support, then you will be informed. A specific programme of work, called an intervention programme, may be put in place by the SENCO. This could be a reading, spelling, phonics or maths programme. These are either delivered in small groups or 1:1 by a trained LSA. Children are assessed at the beginning and at the end of the programme. To be successful the programme has to show, through the data, that a child has made an identified percentage increase specified by the SENCO.

#### **Emotionally:**

- In school we have an ELSA support assistant who is available for support.

#### **Behavioural:**

- An Individual Behaviour Support Plan (IBSP) is devised by the SENCO and class teacher which makes explicit the best approach and behaviour management strategies to use with each child.

#### **Physical:**

- Support usually involves special equipment and exercises with advice and training from Occupational Therapists.

### **How will my child be able to contribute their views?**

- Children on the SEND register who have Support Passports discuss and set their targets with their Class Teacher.
- If your child has an EHCP their views will be sought before any review meeting.
- The SENCO meets children with SEND to hear their views about their progress and support and identify what is going well and what they would like to improve.

### **How are parents/carers involved in the school? How can I be involved?**

- At Nursling Primary School we have an annual parent's survey and we ask for parental feedback for the annual written report. Parents and carers are welcomed into school as helpers for reading, school trips or helping in class.
- Parents and carers can be very involved in their child's school life if they choose to be. Homework is set to promote and support learning but also serves as a valuable communication tool between home and school.
- IEPs, TPAs and EHCPs are always written in collaboration with parents and carers
- Workshops are organised to help parents and carers support their child more effectively at home

### **Who can I contact for further information?**

- Should you wish to visit Nursling Primary School, please ring the office on 02380 732289. You are welcome to visit us, tour the school and have an informal chat with adults in the

school. Should you wish to follow up this visit, you can ring the office to book an appointment with the Head teacher, Deputy Head or the SENCO to discuss any concerns you may have.

- If you are already a parent of a child in school, then the first person you need to contact is the class teacher who is available regularly before and after school. The class teacher is supported by the SENCO in determining the support required.
- You could also arrange to meet Jenny Pearce (SENCO), Jo Jearrad (Head Teacher) or Jonathon Howells (SEN Governor) via our School Office.
- Every Local Authority is required to publish information about services that available in their area for children and young people with SEND and also services outside of the area which children and young people from their area may use. This is known as the 'Local Offer' and the Hampshire Local Offer can be found at <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>  
Our SEND Information Report forms part of Hampshire's Local Offer.
- Contact Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS – [www.hampshiresendiass.co.uk](http://www.hampshiresendiass.co.uk)) or Independent Parental Special Education Advice ([www.ipsea.org.uk](http://www.ipsea.org.uk))

### **How are the governors involved and what are their responsibilities?**

- The SENCO reports to the SEND link governor every term to inform them about the progress of children with SEND; this meeting does not refer to individual children and confidentiality is maintained at all times. The link governor then shares this information with the FGB (full governing body). The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress. Progress and attainment of SEND children is monitored by Governors.

### **What steps should I take if I have a concern about the school's SEND provision?**

We hope that you will be happy with the SEND provision.

- If you have a concern then the first person you need to contact is the class teacher. Your query or concern may be passed on the SENCO (Jenny Pearce) or Headteacher (Jo Jearrad).
- We are very keen to ensure good communication with parents and carers and take all queries and concerns seriously and will endeavour to resolve the issue as soon as possible.
- The complaints policy can be found on the school website. Alternatively, please ask the office for a copy.

### **• How is our SEND Information Report Reviewed?**

The SEND information report was developed in consultation with staff parents and governors and will be reviewed on an annual basis.