

NAILSWORTH CofE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT: OUR LOCAL OFFER

Nailsworth CofE Primary School has a duty to report annually to all parents on the provision it provides for children with Special Educational Needs and Disabilities (SEND).

The school works closely with Gloucestershire County Council to be part of the council's 'Local Offer': www.gloucestershire.gov.uk/localoffer

The Information Report should be read in conjunction with the schools SEND Policy and SEND Annual Report to Parents, both of which can be found on the school's website at

<http://nailsworthschool.org.uk/>

The types of SEND that are provided for at Nailsworth CofE Primary School:

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, speech and language difficulties
- **Cognition and learning**, for example, dyslexic type needs
- **Social, emotional and mental health** difficulties, for example, attention deficit hyperactivity disorder (ADHD) type needs
- **Sensory and/or physical needs**, for example, cerebral palsy

What parents/carers do if they think their child has SEND

Parents/carers should initially discuss their concerns with their child's class teacher either at parent's evening or by a pre-arranged meeting. If parents/carers feel their concerns are broader than learning within the classroom, then a meeting can be requested via reception with the SENDCO (SEND Co-ordinator) Mark Davis or the Headteacher. The outcome of the meetings should determine whether the child is placed on the school's SEND register and actions will be agreed.

Our approach to teaching and adaptations to the curriculum and learning environment

Every child is given the encouragement to thrive through developing their hopes and dreams and the skills and talents needed to make them happen. Nailsworth CE Primary School is an inclusive school that aims to provide support for children whether their area of need is with communication and interaction; cognition and learning; social, emotional and mental health difficulties or sensory/physical.

We make the following adaptations to ensure all pupils' needs are met:

Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson. Adapting our resources and staffing. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and timers.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and use of suggestions from outside agencies for particular specialist needs.

Identifying children with SEND

Gloucestershire's SEND Graduated Pathway guidance is used to identify a child's individual needs, to define the assessment and planning actions and to guide on the intervention and support required.

Pupil Progress Meetings are held 6 times a year where progress, interventions and targets are evaluated for all children. Any child identified as potentially having SEND are monitored closely. There are three levels of graduated intervention used:

My Plan intervention and support solely provided by the school.

My Plan Plus for more complex needs, plus additional intervention from specialist external agencies (e.g. speech therapist).

Education, Health and Care Plan (EHCP) may be required where a child has specialist needs that cannot be met through the school's own designated resources for SEND.

A SEND pupil tracker will be created at the My Plan level for all new children identified with SEND. Parents are informed at the earliest stages, even if this is just an informal chat.

When a pupil requires additional, specialist, support then the SENDCO liaises and works with a range of external agencies (educational psychologist, speech language therapist, occupational therapist, play therapist, advisory teaching service, early help and children's paediatrics services) and parents/carers, in order to best meet children's needs and ensure best possible progress for children.

Where children are identified as have complex additional needs then we adapt and focus on a curriculum that best meets children's needs. This curriculum may be streamlined into achievable, focused, age appropriate learning. These are the 'Non Negotiable' targets and 'Key Skills' that children need in order to prepare them for secondary school and indeed later adult life.

Supporting children with SEND

Inclusive practice is at the heart of our provision. Meeting the needs of the children in our school is fundamental to our success. The class teacher is responsible for the progress of all children in their class. The teacher and the class teaching assistant work together to ensure every child makes their expected progress.

Children's progress is dependent on consistent high quality teaching and high pupil expectations. Progress is managed and monitored by the Senior Leadership Team (SLT) through 'Pupil Progress Meetings' which take place six times a year/every short term with every class teacher.

Where pupils are identified as having a 'gap' in their attainment and progress (when compared to their expected progress) then interventions are put in place to support that pupil. Examples of interventions may include a range of approaches in:

- Speaking and Listening;
- Phonics, Reading, Writing and Spelling;
- Numeracy and Maths;
- Social and Emotional;
- Physical and sensory;
- Thrive and School Play Therapist;

Expertise, training of staff and facilities

Our SENCO has 5 years' experience in this role. We have a team of SEND teaching assistants who support children with SEND and pupils with EHCP's. We have 4 Thrive practitioners in school and a play therapist who provide targeted sessions and support. We also use a specialist staff member who is trained in play therapy.

A nurture room is available for teachers and teaching assistants to work in smaller groups with children to support their social and emotional development through activities such as therapeutic story writing and anger management. Two Thrive rooms are now available, one of which is a sensory room.

Evaluating the effectiveness of SEN provision

As a school, we evaluate the effectiveness of the provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Using pupil survey
- Monitoring by the SENCO, subject leads and the Headteacher
- Holding reviews with parents, pupils and class teacher.

Enabling pupils with SEND to engage in school activities

We ensure there are no barriers to pupils with SEND enjoying the same activities as other pupils in our school. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. No pupil is ever excluded from taking part in these activities because of their SEN or disability. The school's accessibility plan can be found at

<https://nailsworthschool.org.uk/index.php/about-us/our-policies/>

How do we communicate with parents?

The class teacher is the first point of contact for parents/carers. Parents, children and teachers discuss the children's progress three times a year at parents' evenings and the Pupil end of year report. Where necessary, additional meetings with the SENDCO are utilised to discuss a child's needs in relation to SEND and their progress.

For children with an Education, Health and Care Plan (EHCP) the school will creatively work with the parents/carers and the child to support the well-being of the child both at home and at school. Where agreed, funding will be made available in support of the plan. This may include accessing more of the extra-curricular activities available in school.

The school also uses text messaging, school newsletters and group Facebook services to communicate with parents/carers. Enquires can be made by phoning school (01453 832 382) and appointments made with the class teacher and SENDCO.

Supporting pupils moving between phases

We share information with the new school, or with other setting the pupil is moving to. We agree with parents and pupils which information will be shared as part of this. If a child has an EHCP an annual review will take place in Year 5 in order to name secondary school of choice and inform the secondary school SENDCO or Head of Year 7, so that they can attend transition meeting. Pupils with SEND will also be able to access any additional induction days that the secondary school provides.

Complaints

We strive to provide the best possible support for every child at Nailsworth CofE Primary School, but if a parent/carer feels unhappy with the SEND provision made at the school, parents/carers should discuss this with the SENDCO, Mark Davis, in the first instance. If the situation is not resolved then please follow the school's complaints policy, which is available on the school website.

<http://nailsworthschool.org.uk/>

Monitoring arrangements

This information report will be reviewed by SENDCO and SEND governor every year. It will also be updated if any changes to the information are made during the year.

Further information support services

Government SEND Guide for Parents and Carers

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

SEND Code of Practice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Gloucestershire SENDIASS: (Gloucestershire Special Educational Needs and Disability Information, Advice and Support Service)

<https://sendiassglos.org.uk/>

SEND information

<http://www.specialneedsjungle.com/>

Nailsworth CofE School policies and information

<https://nailsworthschool.org.uk/index.php/about-us/our-policies/>