SEND Report

1. What kinds of special educational needs does the school/setting make provision for?

Arnold View Primary School is a mainstream setting.

At Arnold View we are committed to ensuring equality of education and opportunity for all, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Children are identified as having special educational needs if they have either a learning difficulty, which is significantly greater than the majority of their peers or; a disability which prevents or hinders them from making use of the educational facilities provided for their peers; which as a result calls for special educational provision to be made for them.

It is the responsibility of the Head Teacher and SEN Governor for overseeing the provision for children with SEN and the SENCO for co-ordinating the day to day provision of education for pupils with SEN.

Our school uses a graduated approach to decide when a child is having difficulties in accessing learning. Initially, children whose academic achievements fall significantly outside the range of their peers, are monitored to identify possible difficulties. At this point, after consultation with the SENCO, steps are taken to provide differentiated learning opportunities that will aid academic progression and appropriate teaching styles are used.

The school uses a dyslexia screener and portfolio. This identifies children who are showing no signs to severe dyslexic tendencies. This does not diagnose dyslexia.

Parents are encouraged to contact the school if they have any concerns or queries about whether their child may have special educational needs. Firstly, contact your child's class teacher or SENCO or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

In order to make consistent and continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year including pupil progress meetings, using data and Multi Agency Meetings (MAM) as examples.

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and information is gathered from different sources such as parent and staff surveys, pupil interviews and progress data. This is collated and published by the governing body of a maintained school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school improvement plan (SIP).

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

As a school we measure children's attainment in learning against National expectations and age-related expectations at the end of F2, Year 2 and Year 6.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from entry at the Foundation Stage to Year 6, using a variety of different methods including progress against assessment standards as well as various assessments including past SATs papers.

All children's progress is reviewed termly in Pupil Progress in meetings. Where children are not making sufficient progress or are not at age related expectations, discussions take place regarding the potential barriers and suitable interventions. In addition to these meetings, children with SEN will have individual SEN reviews.

The school operates an 'open door' policy where parents can make an appointment to talk to staff at any time during the year. In addition to this, two parents' evenings are held and parents are asked to fill in an annual questionnaire.

Parents are kept up to date with their child's progress through annual reports, parents' evenings and SEN review meetings, where pupil's targets are discussed. They are also notified of additional provision their child will be receiving on a termly basis.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Parents are encouraged to contact the Ask Us (Parent Partnership Service) if they would like additional support and advice, including someone to accompany them to meetings.

Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

c) What is the school's approach to teaching pupils with special educational needs?

All members of staff show care and concern through a flexible and positive attitude when dealing with pupils with Special Educational Needs.

There may be a teaching assistant working with individuals or groups of children. Both in class and withdrawal support is provided for children to enable more direct teaching to take place. Additional support is discussed with parents during each termly SEN review.

All children with special educational needs have Individual Education Plans (IEPs) which record the child's targets as well as the achievement of these targets by the teacher, teaching assistant and child. All targets are SMART:

- **S**pecific
- **M**easureable
- **A**chievable
- **R**elevant
- **T**ime bound

Individual Education Plans (IEPs) are kept under constant review and when targets are achieved, immediately new ones are set up. Additional provision and the review of this provision are also recorded.

The school SENCO oversees all support and progress of any child requiring additional support across the school.

d) How will the curriculum and learning be matched to my child/young person's needs?

All children are taught in classes with their peer groups, giving them access to the statutory programmes of study laid down in the National Curriculum. The class teacher takes steps to provide differentiated learning opportunities so that all children are able to access according to their specific needs.

All children benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Our approach to learning fosters perseverance, inspires curiosity and nurtures self-belief for all our pupils. Additional support is provided to enable all children to acquire key knowledge and grow their skills. Provision adaptations are made according to our philosophy of 'knowing the child' so that we promote a love of learning (even when it is challenging) through purposeful, modelled and scaffolded opportunities to meet every child's individual needs, pastorally and academically. Some of the children in the school will require more personalised or different

provision, known as SEND support. This will be put in place in discussion with parents/carers and the child. Adaptations may include additional work with a child on a small group or 1:1 basis to carry out specific interventions or implementing personalised learning to support a child to meet their individual targets.

e) How are decisions made about the type and amount of support my child/young person will receive?

The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age related expectations. This will be through on-going discussions with parents.

Our school offers a range of support:

- Precision
- Reading Booster Groups
- Writing Booster Groups
- Maths Booster Groups
- Phonics Booster Groups
- Pre & post teach
- Lego Therapy
- ELSA
- Draw and Talk therapy

Support is reviewed termly by the SENCO, parents, the class teacher and the child. By reviewing children's targets a child's progress is monitored and verbal feedback is received from the teacher, parent and pupil. Children may receive more or less support depending upon the progress they have made.

f) How will my child/young person be included in activities outside the classroom, including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips and extra-curricular activities. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Parents are involved at this stage to ensure that their child's needs are being met. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

Support is also provided during lunch times and breaks as well at the beginning and end of the school day, where necessary.

g) What support will there be for my child/young person's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

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 further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the GAP Team.

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties a Behaviour Management Plan (BMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.

Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Head Teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

4. Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

Our school SENCO is Lizzie Johnston and she can be contacted on 0115 9560967.

5. a) What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues and we have funding available to support this professional development. The Senior Leadership Team ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. CPD opportunities are provide that link clearly to the Schools Improvement Plan (SIP).

b) What specialist services and expertise are available or accessed by the setting/school?

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

The SENCO can request support from the following agencies if staff and parents feel that a child would benefit from such support:

- Educational Psychology Service
- Schools and Family Specialist Service
- Speech and Language Service
- School Nurse
- Physiotherapists
- Occupational Therapists
- GAP Team
- Social Services
- CAMHs
- Paediatricians
- Early Help or Family Services
- Mental Health Support Team

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

The school has a range of specialist SEN facilities in place. These are:

- Autism friendly resources e.g. visual timetables, social stories etc.
- ICT inclusive equipment and software
- Specialist resources e.g. writing slopes, enlarged print, PE equipment
- Wheelchair friendly access
- Disabled toilets
- Hygiene room
- Fire alarms are both visual and auditory
- Disabled parking
- Staff with business insurance for transport purposes

Equipment and facilities are either purchased by the school or accessed from services such as health e.g. Occupational Health or Physical Disability Support Services depending on the child's need. Families are integral to the acquisition of such resources and work closely with both our school and the relevant services as they know their child best. In addition to this SEND report and the SEND policy, the school also has an accessibility plan.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?

Arnold View Primary School believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN leading to the correct intervention and provision
- continuing social and academic progress of children with SEN
- personal and academic targets are set and met effectively

The school operates an 'open door' policy where parents can make an appointment to talk to staff at any time during the year. In addition to this, two parents' evenings are held and parents are asked to fill in an annual questionnaire.

Parents are kept up to date with their child's progress through annual reports, parent's evenings and SEN review meetings, where pupil's targets are discussed. They are also notified of additional provision their child will be receiving on a termly basis.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. Parents are encouraged to contact the Parent Partnership Service if they would like additional support and advice, including someone to accompany them to meetings.

Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

At Arnold View Primary School we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

All children with SEN have an Individual Education Plan with an 'All About Me' section. This is completed primarily by the class teacher in collaboration with the child as it records what the

child feels that they are good at, areas they find hard and how they feel school can help them. These passports are passed on to their new teacher in order to aid smooth transition. The IEPs also record the child's targets as well as the achievement of these targets by the child, the teacher and teaching assistant. Additional provision and the review of this provision is also recorded.

If your child has an EHC (Education, Health and Care) plan, then views will be sought before any review meetings.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

At Arnold View we pride ourselves on building good relationships with our parents. We also believe that concerns should be addressed straight away so that any concerns can be resolved immediately.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The Governing Body delegates responsibility to the Head Teacher and SENCO for the arrangements for in service training for the staff and involvement of other organisations and services in relation to special educational needs.

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', GAP team, Early Help Unit and the Multi-Agency Safeguarding Hub.

The SENCO, Lizzie Johnston can be contacted on 0115 9560967 if parents are requiring advice about support for their child. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

In addition, the Ask Us (Parent Partnership) Service, which is an independent service to support parents of children with Special Educational Needs, can be contacted on 0115 948 2888.

12. How will the school/setting prepare my child/young person to:

i) Join the school/setting?

We encourage all new children to visit our school prior to starting when they will be shown around the school. For children with special educational needs it may be appropriate for further visits to assist with the acclimatisation of the new surroundings. It may also be beneficial to visit the child in their current school.

We liaise closely with staff and support services when receiving children to ensure that the child's needs are discussed and understood.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?

We ask all children at our school who have special educational needs to update their 'IEP' at the end of each year, so that their new class teacher has the following information from the child's perspective:

- What am I good at?
- What do I find hard?
- What should teachers and other people in school do to help me?

In addition, we write social stories with children if transition is potentially going to be difficult. At the end of the academic year a professional dialogue takes place between the current and receiving teacher about the children, where successful strategies and interventions are shared.

When children are preparing to leave us for a new school, typically to go to secondary education, the SENCO meets with the secondary SENCO to discuss and plan transition for children with additional needs. Extra visits are provided where appropriate and detailed information about the children's needs is passed to the receiving school.

iii) Prepare for adulthood and independent living?

The school aims to provide children with life skills through a full RSHE programme.

13. Where can I access further information?

Visit the school website at www.arnoldview.notts.sch.uk or telephone 0115 9560967 for further enquiries.