Jacksdale Primary & Nursery School

Special Educational Needs & Disability (SEND)

# Information Report

# 2024-2025

Reviewed September 2024

SENCO: Louisa Burt

01773 783930

Senco@jacksdale.notts.sch.uk

**1) What kinds of special educational needs & disabilities does Jacksdale Primary & Nursery School make provision for?**

At Jacksdale Primary and Nursery School, we celebrate all our pupils and their achievements. We recognise and embrace neuro-diversity and welcome the fact that every individual is different. We work hard to help all children achieve their full potential. We choose to actively foster and encourage pupils to develop a growth mindset and we know, from experience, that with nurturing support EVERYONE can achieve. We believe our school is special and we work hard to develop positive relationships with children, their families and the wider community. We strive to make sure that our atmosphere is welcoming, inspiring, and secure. Here at Jacksdale, everyone is valued and makes a valuable contribution to school life so that they are the best that they can be.

**2) How do teachers know if pupils need extra help? What should I do if I think that my child may have additional needs?**

Children are identified as having additional needs in a variety of ways. These may include the following:

- Liaising with previous school/nursery,
- Child performing significantly below age related expectations (more than 2 years below that of their peers),
- Concerns raised by a parent,
- Concerns raised during pupil progress meetings,
- Concerns raised by teacher,
- Liaison with external agencies,
- Health diagnosis through paediatrician/doctor.

The class teacher continually assesses each child identifying areas where they are improving and where further support is needed. As a school, we track children's progress from their point of entry through to Year 6, measuring children's progress in learning against national age related expectations.

Children who are not making expected progress are identified through termly reviews of pupil progress (logged on Insight, online assessment tracker). Teachers will consider why individual children are experiencing difficulty, and what further support can be given to aid their progress.

If you think your child has any type of additional need, you are more than welcome to come and talk to us. We always take time to listen to parental concerns, as we believe that you know your child best. Firstly, speak to your child's class teacher. If you require more information or support contact our Senco, Mrs Burt: 01773 783930. We pride ourselves on building positive relationships with parents. We are open and honest with parents. All the support we offer is non-judgmental.

**3) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?**

In order to make continuous progress, in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. Pupil progress is monitored on a termly basis, in line with the SEND Code of Practice. The Senco and Head Teacher evaluate of the effectiveness of SEND provision and update the SEND policy annually. The Senco liaises with the SEND Governor throughout the year and reports to the governing body annually. Additional SEND information is also reported to the schools governors as appropriate. The school understands the importance of the parental voice and always welcomes feedback from parents. We access the parental voice through a variety of different means including: child and parent surveys, questionnaires, parent meetings and parents evening's forms. The Senco always endeavors to work with parents, to ensure pupils reach their full potential.

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

The school will assess your child to evaluate progress. This is done in a number of ways. The Senco will oversee the keeping of all SEND records such as pupil profiles for individual children, letters from external agencies and the schools SEND register. These details are also kept securely on our management information system, scholarpack.

All staff can access:

- The Jacksdale Primary School SEND Policy.
- A copy of the full SEND Register and relevant assessment data.
- Guidance on identifying pupils' needs and expectations of practice in accordance with the SEND Code of Practice.
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their pupil profiles, meeting minutes or alternative records.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Nottinghamshire's SEND Local Offer.
- Support from the Senco.

We offer regular formal and informal opportunities to feedback to parents. All parents who have concerns about their child's progress or development are welcome to discuss their concerns with the class teacher, Senco or head teacher. We offer an open door policy with regard to discussing SEND related concerns. We always endeavor to listen to and support parents in resolving their concerns. For some pupils, we hold 'team around the child' (TAC) meetings. These are held in conjunction with the school nurse and healthy families team / SBAP / family Senco. For pupils with more complex needs, we hold termly review meetings. These are generally held towards the end of each term to enable us to evaluate successes and signpost next steps. The Senco, class teacher and parents attend. During this meeting we will discuss the support and progress of the child concerned, the child's pupil profile and review targets.

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

As a school we ensure that the quality of our teaching is high. We seek to deliver a broad, balanced and engaging fully inclusive curriculum so that all children reach their full potential.

Any pupils who are falling significantly outside of the range of expected academic achievement, in line with predicted performance indicators, and grade boundaries will be monitored.

Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCO will be consulted, as appropriate, for support and advice and may wish to observe the pupil in class.

Through these practices, we will determine which level of provision a child will need to support them in moving forward.

If a pupil has recently been removed from the SEND register, we will continue to monitor them, from a distance, thereby keeping an eye on their progress.

Parents will be informed fully during this process and are encouraged to share information and knowledge with the school.

If a parent or teacher has a concern about a child, the child will be monitored by their teacher. An information sheet will be created detailing the child's successes and challenges. This will be reviewed on a termly basis and shared with parents. The parent will be invited into school to discuss this and share their views with the class teacher as part of parent's evening. It is important to note, that the child will not be formally added to the schools SEND register, at this point. Instead, the child and any progress made, will be monitored over time.

After a period of monitoring, if it is determined that a pupil does have additional needs in some areas, parents will be formally advised of this and this information will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put into place. This will be in the form of targets, a copy of which will be sent to parents. We strive to overcome any barriers to learning that may be present. The child will be recorded as SEN Support (K) on the school's register of additional needs. Children can move on and off the register in response to need.

Jacksdale Primary school offers a graduated response to SEND. External agencies may be contacted for advice and support. This is normally facilitated by the Senco during termly Springboard meetings.

**6) How will the curriculum and learning be matched to my child's needs?**

Pupils with additional needs will supported in the appropriate manner, in order to access the curriculum. Additional provision may be provided by the school, as required.

Every effort will be made to educate pupils with SEND within the mainstream classroom setting, with learning being scaffolded to allow individual pupils to access learning alongside their peers. Where this is not possible, the Senco will consult with the child's parents for other flexible arrangements to be made. We have a sensory room & learning hub classroom at Jacksdale Primary School, which pupils may access.

We believe high quality teaching and clear scaffolding is key. Children's areas of need are identified and work is planned to address their needs. We scrutinise assessment materials to identify areas of difficulty and provide appropriate intervention.

**7) How are decisions made about the type and amount of support my child will receive?**

All pupils with SEND will have access to the graduated response (Element 1 and 2 of a school's budget which equates to £6,000). Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. The Senco, with agreement from the family Senco, will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Jacksdale Primary and Nursery School invites and seeks advice and support from external agencies in the process of identifying and supporting pupils with additional needs.

The Senco is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
- Schools and Families Specialist Services
- Integrated Children's Disability Services
- SBAP (Schools Behaviour and Attendance Partnership)
- Social Services
- Speech and Language Service
- Specialist Outreach Services - The family Senco may be invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In some instances, where a concern exists, focused meetings will be arranged with the appropriate agency – this may be in the form of an online surgery, telephone contact, virtual or face-to-face consultation.

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

Jacksdale Primary and Nursery School is a fully inclusive school. No child will ever be excluded from any part of school life. On school trips, if appropriate, we often welcome parents of pupils with additional needs to help support their child if the risk assessment deems that it may be overwhelming for them and a family member would be best placed to support, in addition to the additional support identified through allocated school staff.

When undertaking visits and trips, child specific risk assessments are included, within our whole school risk assessment procedures. School staff are briefed and made aware of any children with additional needs. We also liaise with the provider of the activity we are attending. In exceptionally rare circumstances where the risks identified are not able to be mitigated, alternative arrangements will be sought in partnership with parents / carers e.g. attending residential trips as a day participant.

**9) What support will there be for my child's overall well-being?**

The adults that work at school strive to foster positive relationships with all children. The children are encouraged to discuss any issues they have, whether educational or social, with their class teacher or another adult.

A pupil may, at any time, experience difficulties in their personal and social circumstances which impair their ability to learn. Staff are always alert to any signs of distress and intervene appropriately. Staff will offer support to pupils at

vulnerable times.

School works closely with all children to ensure their overall well-being. In specific cases we may liaise closely with The Healthy Families Team, Childhood and Adolescent Mental Health Service and Early Help to ensure the well-being of children.

**10) Who is the school's special educational needs co-ordinator (Senco) and what are their contact details.**

Mrs Burt is Jacksdale Primary School's Senco. You are welcome to contact her on 01773 783930 or request contact through the school office. Mrs Burt has dedicated Senco time 2 days per week and these days are flexible in response to the needs of the children, the school and the role. It may be up to 5 working days for a response from the Senco.

**11) What training have staff supporting SEND pupils had?**

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 SEND. The Senco attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues and offer opportunities for training through the family twilight sessions. Where required or identified as a need, bespoke training is arranged to ensure appropriate support for our pupils.

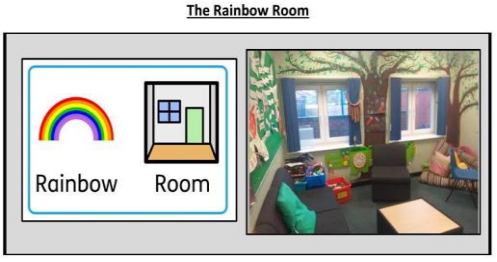
**12) What specialist services and expertise are available or accessed by the school?**

The school continues to build strong working relationships and links with external support services, in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. This is a two-way process and all parties including parents/carers will be kept fully involved. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the class teacher, who will share the information with the Senco and following discussions, will then inform the child's parents.

The following services, and other professionals, as appropriate, will be involved when necessary:

- ~ SALT (Speech and Language Therapist)
- ~ EPS (Educational Psychology Service)
- ~ SFSS- (Schools and Family Specialist Support Services) including cognition and learning, autism team and communication and interaction team
- ~ EYFSS (Early Years Family Specialist Support Services)
- ~ PDSS-( Physical Disability Specialist Service), including visual impairment teams
- ~ CAMHS- (Children and Adolescent Mental Health Services)
- ~ Emotional Health and Well-Being
- ~ Health, including dieticians and specialist nurses
- ~ Bereavement services
- ~ Child Protection
- ~ Social Care
- ~ PSED Support Services (Personal, Social, Emotional Development Team)
- ~ Family Support Workers
- ~ SBAP (Schools Behaviour and Attendance Partnership)

**13) How will equipment and facilities, to support pupils with special educational needs, be secured? How accessible is the school?**




Jacksdale Primary and Nursery School will provide appropriate equipment and facilities, that are deemed necessary, by professionals supporting children with additional needs. The school has accessible entrances and there is a disabled toilet and hygiene suite within the nursery and main school building. We also have a sensory room (the rainbow room). This provides an environment in which pupils can engage in SEND related activities. It can also be used by pupils who are seeking a calm and safe space.

In addition , we have developed one of the classrooms as a Learning Hub. This space is an environment in which children can move about more freely than they would in the traditional classroom environment. Children can engage with learning in short bursts, if needed. Activities are set up especially in response to identified need and planned by the class teacher.

The Learning Hub



**14) What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?**

Jacksdale Primary and Nursery School believes that a close working relationship with parents is vital to ensure:

1. Early and accurate identification of SEND, leading to the correct intervention and provision.
2. Progression in terms of social and academic progress of children with SEND.
3. Support in achieving targets set.

Our school has an open door policy for parents/carers to make contact if they have a particular concern about their child and/or the provision being made for their child. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.

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 regard to the provision for their child.

**15) What are the arrangements for consulting young people with SEND and involving them in their education?**

At Jacksdale, pupils feel safe to voice their opinions of their own needs. This may be done in the context of a formal review meeting, or as part of regular informal meetings. This will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making, but also encouraged through wider opportunities for participation in school life.

Children are involved in the target setting process. Their teacher will spend time tailoring provision in school to meet their learning styles, needs and interests.

**16) What do I do if I have a concern or complaint about the SEND provision made by the school?**

If a parent or carer has any concerns or complaints regarding the SEND provision, care or welfare of their child, an appointment can be made by them to speak to the Senco, who will be able to discuss and resolve any points of concern.

The school has a full complaints procedure which is explained in the complaint policy.

**17) How is the governing body involved in meeting the needs of SEND pupils?**

The SEND Governor works closely alongside the Senco to ensure that families are supported and signposted to relevant organisations. Our SEND governor is Mrs C Richardson:

**18) How does the school seek to signpost services who can provide additional support to parents/carers/young people?**

Jacksdale Primary and Nursery School invites and seeks advice and support from external agencies in the identification of, and provision for, SEND pupils.

The Senco is the designated person responsible for liaising with the following:

- ~ Nottinghamshire Education Psychology Service
- ~ Schools Behaviour and Attendance Partnership
- ~ Speech and Language Service
- ~ Specialist Outreach Services

~ Schools and families Specialist Services

**19) How will the school prepare my child to join a new setting?**

Smooth transition between key stages and between schools is important for all children. For children with SEND, this process will generally include additional advance planning to provide reassurance for parents/carers and children. We will ensure that the needs of the child are understood, so that appropriate provision is put in place.

For pupils joining this school, the following identification and planning processes will take place:

- The Senco will liaise with the Senco/member of staff from the previous school,
- All pupils with SEND and/or a disability will be identified through discussion with staff at the previous setting or through discussion with EYFSS/SFSS during the year prior to transition,
- Parents will be involved at all stages and will be encouraged to contact the school directly and arrange an early meeting,
- Where it is helpful, a member of staff from our school may attend a review meeting at the previous setting,
- If the pupil is receiving additional support the Senco will liaise with the setting and seek recommendations regarding the type of provision the pupil will require at the next key stage,
- Additional visits will be arranged for pupils with SEND if required prior to admission.

**20) How will a smooth transfer between phases of education be ensured? (e.g. early years to primary, primary to secondary)?**

Within school a number of transition visits are set up to enable the children to become familiar with their new class teacher and classroom.

When transferring to secondary school, the Year 6 teacher liaises with the appropriate secondary schools to arrange transition visits between sites. Where necessary the Senco and class teacher will work closely with the secondary school to transfer information about specific needs and pupil support plans that are in place. Visits will then be set up to ensure that a smooth transition will take place.

**21) How will Jacksdale Primary school help prepare SEND pupils for adulthood and independent living?**

As a primary school we aim to help all children develop values and behaviours that will enable them to become well rounded, confident and valuable members of society. These core values are embedded as they journey through our school. They form a strong foundation on which secondary and further education can build. In this way, children are prepared for adulthood and independent living.

**22) Where can I access further information?**

For further information please refer to the school website, specifically the SEND Policy (reviewed October 2024)

For more information on the Local Offer, please refer to the Nottinghamshire County Council website: http://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational- needs-and-disabilities-send

If you have any questions or queries, please contact

Mrs Burt (Senco), telephone number: 01773 783930.