Priestsic Primary & Nursery School

Special Needs Local Offer/Information Report

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

Priestsic Primary and Nursery School is a mainstream Primary school. We aim to provide the best learning opportunities for all children and to ensure that all of our pupils are included in all aspects of the curriculum so they can develop their full potential.

We recognise that all children are individuals and each child has their own learning need and at Priestsic Primary we work hard to ensure all children are given the right balance of support and challenge.

For pupils that are recognised as having special educational needs or disabilities, Nottinghamshire Local Authority outline five broad 'areas of need' as:

-Cognition and Learning

-Social, Emotional and Mental Health Difficulties

- Communication and interaction

-Sensory and Physical needs

-Anxiety Related Needs

We support children that have various needs that come under these five broad areas.

2) (For mainstream schools and maintained nurseries only) 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? At Priestsic we recognise that special educational needs can occur at any time across the full age range of ability and age. Our Special Educational Needs Co-ordinator (SENCo), Mrs Palmer oversees SEN provision, liaising with parents, school staff and specialist advisors from the Local Authority and the Health Service. Priestsic Primary follows the clear guidelines set out in the SEN Code of Practice 2014, which indicates what are considered Special Educational Needs, working closely with these guidelines when identifying children with SEN. Throughout Priestsic Primary we continually monitor and assess the progress of all our children. Where expected progress is not being made interventions are put in place to work on the identified needs. Prior to children with SEN joining our school, we will liaise closely with their previous setting to ensure they receive the appropriate support from the start. When a parent/carer is concerned that their child may have an SEN this should be discussed initially with their class teacher at a pre-arranged meeting. The SENCO will be informed and become involved as needed.

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

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed formally with the CoHead Teachers and SENCO every half term and Pupil Progress meetings are held with teaching staff and CoHead Teachers termly to review progress of all children. If further intervention is required to support progress with individual children, then the staff work together with the SENCO to provide additional support. In the autumn and spring terms, Parents' Evenings are held to discuss the children's progress. Children with SEN are set individual targets recorded on their Pupil Profile which is shared and reviewed termly. In the summer term, all parents receive an end of year written report, detailing progress within all areas of learning and are invited to discuss this with their child's class teacher. If a child has complex SEN needs, an Education, Health and Care Plan (EHCP) may be put in place by Nottinghamshire County Council, which means a formal meeting will be held annually to discuss progress and a report will be written.

3.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?

At Priestsic Primary we pride ourselves on having an 'open door' policy and encourage parents to discuss any concerns they may have as and when they occur with their child's class teacher or the SENCO. The class teachers at Priestsic Primary have ongoing classroom assessments, both formal and informal, that combine to feed into our whole school tracking system. As a school, we track children's progress from entry at Foundation Stage through to Year 6, using a variety of different methods. Children who are not making the expected progress are picked up through termly Pupil Progress Review meetings with the class teacher and Head Teacher. 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. Certain children will have a Pupil Profile, these are the children that need extra support and intervention that require more personalised targets. These targets are reviewed with the class teacher termly with the support of the SENCo and other outside agencies if required. Additional reviews can be made if needed and the parents are given a copy of the Pupil Profile. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly especially if your child has complex needs.

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

At Priestsic Primary class-based learning is adapted for all children in our school and learning is differentiated to meet the needs of the pupils. Teachers work hard to ensure learning is planned and delivered offering the right amount of support and challenge for all pupils. Individual targets from Pupil Profiles can also be supported within lessons by the class teacher or a teaching assistant. Other targets for individual children may be supported outside the classroom through a specific intervention programme which may be delivered by a teacher or a teaching assistant.

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

Our aim at Priestsic Primary is to deliver an interesting, exciting and stimulating curriculum in a variety of ways to engage all pupils with diverse learning styles and needs. The class teacher remains responsible for leading the children's learning on a daily basis and they will work closely with teaching assistants to provide an appropriate curriculum. When specific curriculum adaptions are necessary for individual pupils, relevant staff will attend training sessions. Teachers draw upon their experience and knowledge of pupils to devise support for pupils' progress attainment and

behaviour. Where teachers or parents have concerns the SENCo will advise and support, calling on the expertise of outside agencies when needs arise for advice, support and expertise.

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

Allocation of provision and support is reviewed termly and all decisions made are based on need. Support offered to each child will reflect targets set and how best they can be achieved. Some children will only need additional support for a set period of time to help meet their social, emotional needs or improve their learning. This support may be through classroom support, small group work or one to one provision. The level of the support will be decided by the class teacher, school SENCo and the Head Teacher. Information from parents, outside agencies and the pupil themselves will all be taken into account and valued as part of this decision-making process. Some children will require support for a longer period of time to ensure that they can access the curriculum effectively and are included in classroom learning and school events. Parents and carers will be kept informed about this support and it will be discussed at our termly meetings or more frequently, if needed.

3.f) How will my child be included in activities outside the classroom, including school trips?

As a school we highly value the benefit of education outside the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any educational visit, a pre-visit is made by staff and a risk assessment is carried out, which considers the needs of children with SEND. Where necessary, we meet with parents to discuss any additional support that may be required. We also aim to ensure all children have the chance to be part of after school clubs. We endeavour to ensure that reasonable adjustments are made to enable all children to be able to benefit from the full range of trips and extra-curricular activities available.

3.g) What support will there be for my child's overall well-being?

The social and emotional wellbeing of our pupils is a priority and we have worked hard to develop and maintain a caring and nurturing ethos throughout school. We follow a PSHE programme which provides the opportunity for children to discuss issues such as friendship, self-esteem and teamwork within the curriculum. Where appropriate specific plans are put into place to support a child's wellbeing and in these cases parents are consulted. This may involve one to one activities, small group work or a referral to an outside agency for more specialised support.

4.) Who is the schools special educational needs co-ordinator (SENCo) and what are their contact details?

The SENCo at our school is Mrs Lisa Palmer and she can be contacted through the school office on 01623 465705.

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

We aim to keep all staff up to date with relevant raining and developments in teaching practice in relation to the needs of pupils with SEN. Our recent training has included:

- Induction training for new staff
- Manual handling and Disability Access Support
- In house CPD sessions on interventions
- Anxiety training led by Educational Psychologists
- CRB Training
- Catheter training
- Tube feeding training
- Signs and symbols
- Speech and language for Foundation Stage and KS1
- Attachment
- Precision teaching
- Breakwell Assault Cycle
- Epi-pen awareness and training
- Diabetes training and awareness
- Communication strategy training by SEND SIS
- Attention Autism
- Attachment training

The SENCo attends relevant SEN course, 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 SEND issues. The SENCo, with the senior leadership team, ensure that training opportunities are matched to school development priorities and those identified through the use of provision management. Our future priorities for training are to update attachment training, ASD Toolkit and whole school Dyslexia support.

5.b) What specialist services and expertise are available or accessed by the school?

- Educational Psychologist Service
- Therapists including those for Speech and Language, Occupational and Physiotherapy
- Schools and Families Specialist Services – this includes those for Early Years, Cognition and Learning, Communication and Interaction, Sensory Impairments and Physical Disabilities.
- The Personal Social and Emotional Support Team (PSED)
- North Ashfield Partnership (NAP)
- Health services including School Nurse, Paediatricians, Health Visitors and Child and Adult Mental Health services.
- Social Care
- Local Children's Centres – Family Support workers
- Parent Partnership/Ask Us
- Outreach services including voluntary organisations
- Physical Disability Specialist Service
- CASY counselling service – based at school

We seek support from outside agencies for staff and families whenever it is needed. The SENCo oversees provision within our school. Staff training is ongoing to ensure the school is kept up to date with any changes and priorities. The training needs within our school reflect the needs of the staff and children we work with. Our SENCo meets once a term with SENCos from other local schools in the Sutton Community Academy family to request and discuss the needs of various pupils and request additional provision for them if needed. These meetings are called Springboard meetings.

6) How will equipment and facilities to support pupils with special needs be secured? How accessible is the school?

Where possible we provide equipment or complete necessary bidding applications to provide any equipment that is deemed necessary to support individuals in school. We aim to ensure that all activities and equipment are accessible to all children, parents/carers and visitors to our school. All external doors into school have ramped access where necessary. External steps and hand rails are painted yellow. There are three hygiene suites in school; one based in the main building, one in the Park Street building and one based in the Nursery. The hygiene suites in Park Street and the nursery both have plinths. The school comprises of three single storey buildings (two being connected by the school hall) and a two-storey house (referred to as 8A). There is a lift in the house which is inspected and maintained regularly. On-site car parking includes one dedicated disabled parking bay. Two additional accessible parking spaces are situated in front of the two-storey house (8A). The school has internal emergency signage and escape routes are clearly marked. The SENCo is PEEP trained supporting emergency evacuations of vulnerable pupils.

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? We have an 'open door' policy and encourage parents to discuss any concerns they have as and when they occur with their child's key worker or class teacher. Parents/Carers can also make an appointment to see the SENCo or CoHead teachers if needed. Parent's evenings are held to discuss the children's progress. Children with SEND are set individual targets recorded on an Individual Pupil Profile, which is shared and reviewed with parents/carers. In the summer term all parents/carers receive an end of year written report, detailing attainment within all areas of learning and are invited to discuss this with the child's class teacher. Review meetings for children with SEND are held termly or more frequently if needed. The school follows the graduated response to identifying and supporting children with SEND as outlined in the SEN Code of Practice. We are continually assessing, planning, implementing and reviewing our approach to teaching all children.

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

Where ever possible we endeavour to involve children in the setting and reviewing of their targets and provision. Our pupils are fully involved in the setting of targets and the writing of their Pupil Profile and copies of these are given to the child and their parents/carers. Where appropriate the child will be invited to attend the review meeting or part of it. We actively encourage all children to participate fully in all aspects of school life.

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

If parents/carers are unsure about any of the support or provision being made for their child they should not hesitate to contact the school office to make an appointment with their child's class teacher, the SENCo or the CoHead Teachers. If parents/carers feel their concern is not resolved through this process they should refer to our Complaints Procedure which can be found on our school website.

10) How does the Governing body involve other organisations and services in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The responsibility is delegated to the school SENCo by the Governing Body. The SENCo works in conjunction with the CoHead Teachers and reports back to the Governors through the termly Head Teacher's report. The SENCo liaises with parents/carers and class teachers and then where necessary involves other professionals outside the school setting for advice and support regarding a pupil's needs.

11) How does the school seek to sign post organisations, services etc who can provide additional support to parents/carers and young people?

Parents/carers can gain important advice and support from ASK US (www.askusnotts.org.uk) or contact the Independent Parental Special Advice Team (www.ipsea.org.uk) The Nottinghamshire County Council Local Offer is a comprehensive directory of local services, opportunities and access for children and young with SEND in the area.

12) How will the school prepare my child to join the school?

Joining a new school can be an anxious time for both child and parent/carer and we encourage visits to our school before applying. Careful planning is made for all children but for children with SEND an additional transition plan can be put in place. This will generally include early discussions with the parent/carers, the setting they are coming from and any existing agencies that are providing existing support. A multi-agency meeting can often take place ensuring information between agencies has been shared and strategies given for a successful start to Priestsic Primary. A transition booklet can be produced for the child to use at home. This can include photographs of key adults the pupil will be working with and the various parts of the school that the pupil will be learning in.

12i) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

We always encourage visits to our school and secondary settings before applying. Careful planning is made for all children but for children with SEND, additional transition plans can be put in place. This will include early discussions with the school that they are coming from or going to. Parents/Carers are involved in transition discussions so that the needs of the child and any particular concerns are shared. When children move between phases within school then additional visits are arranged and brief familiarisation visits start at an early stage to ease any anxieties of the pupil and to start to build relationships with staff in the next phase. When pupils move to a secondary setting then additional visits can be arranged for the child to familiarise themselves with the learning environment and the staff who will be working with them. Our SENCo and the secondary SENCOs initially meet to share information and discuss the need for

further discussions for more complex pupils or if pupils and their parents/carers request further support. Additional meetings with parents/carers and staff from both schools can also take place so information can be shared accurately and ensure a successful start to their new school.

13) Where can I access further information?

Reading the schools full SEN Policy – available on our website Parents can also gain support and advice from Parent Partnership (www.enquiries@ppsnotts.org.uk) and the Local Authority Local Offer (www.nottinghamshire.sendlocaloffer.org.uk/)

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