Sutton-on-Trent Primary and Nursery School

SEND Information Report

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

Sutton-on-Trent Primary and Nursery School caters for a wide range of Special Educational Needs and Disabilities (SEND), including Physical Disabilities and medical needs. These currently include autism, dyslexia, ADHD, moderate learning difficulties, Speech and Language delay, dyspraxia, and emotional difficulties. We have also had previous experience of supporting children with diabetes, achondroplasia, visual impairment and hemiplegia. Working closely with parents and professionals we will always seek to teach every child so they can achieve his or her best.

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

If a child is transferring from a different setting the school will be informed and a process put in place to ensure successful transition. Often, we will assess the need for support through a clinical diagnosis that may be ongoing like Autism or through our own observations and assessments such as identifying Dyslexia. Within school the progress of every child is carefully tracked and any concerns because of these assessments or professional observations will be raised with the parent by the class teacher. Similarly, a parent with concerns about their child should initially speak to their child's class teacher who will stay in contact with the parent whilst looking into those concerns. The class teacher will discuss, decide and record an action plan along with the SENDCo (Special Educational needs and Disabilities Coordinator) which will then be reviewed as regularly as required.

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

The class teacher closely monitors the progress, achievements, and overall well-being of every child in their class. In addition to this the SENDCo will liaise with the class teacher to monitor the progress of children with Special Educational Needs and Disabilities. Where appropriate SEND Support Plans will be developed with SMART Targets (Specific, Measurable, Achievable, Realistic and Timely) that will seek to raise expectations and achievements for that child. Targets are set and reviewed together with the family to ensure that support is provided in the areas of need. Any interventions which are carried out to support a child are carefully tracked and monitored to ensure that they are having the required positive impact. Regular reports are provided to governors who oversee the progress of children.

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

All children at Sutton-on-Trent Primary and Nursery School are set ambitious yet achievable targets in all areas of their learning. Throughout the year there are Parents Evenings and written reports. Where a child has an Individual Education or SEND Support Plan there are termly reviews. All teachers are happy to talk to any parent about their child and additional meetings can be arranged at mutual convenience. Meetings can include the SENDCo and this can also be arranged through the class teacher.

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

As a school, we believe in quality first teaching; we seek to deliver a broad, balanced, engaging and fully inclusive curriculum so that all children are given the opportunity to reach their potential and see themselves as learners. Appropriate support and/or interventions are put into place for any child, with or without special educational needs, who are not making expected progress. We support pupils with special educational needs and disabilities by providing specifically prepared learning materials and the use of appropriate IT equipment. Children are taught with support, sometimes from a teaching assistant, in whole class situations, in small groups or even one to one. Specialist equipment and resources are used when requested by specialists and training undertaken by staff. There is a graduated response to a child's needs depending on the complexity of that need. Outside support and expertise may be sought from external agencies available to the SENDCo, who will be attending a termly multiagency meeting called Springboard. Parents and carers are consulted about all choices that are made concerning their child.

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

Every class teacher is responsible for the learning in their classroom and the delivery of the curriculum is differentiated to cater for the varying abilities and learning styles of the children in the class. The approach to teaching children with Special Educational Needs and Disabilities listed above is employed when the needs of a child is outside the regular parameters seen within a class.

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

All decisions about the type and amount of support that children receive will be an ongoing collaboration between the child, Parent, Class Teacher, SENDCo, outside agencies, Head Teacher and Governors. Working closely with parents and professionals we will always seek to teach every child so they can achieve his or her potential. The type and level of support depends on the specific needs of the child at any particular time. If the needs and required provision meets the criteria for additional funding from an outside source then a bid for that funding will be written by the SENDCo to further aid the support for that individual child.

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

All children are included in school activities and trips. Where children have additional needs there will be child specific risk assessments completed and adequate support put in place to ensure a safe and successful trip for all.

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

All those who work in Sutton-on-Trent Primary and Nursery School strive to foster positive relationships with the children. The children are encouraged to discuss any issues they have, whether educational or social, with their Class Teacher or another adult. A Teaching Assistant is a trained ELSA practitioner. The School Nurse is also able to provide information about different opportunities that are currently available in the locality.

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

Miss Joanna Bond Email: office@sutton-on-trent.notts.sch.uk Tel: 01636 821286

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

The SENDCo has received training from various local and national providers on a wide range of conditions. This understanding is then disseminated to the school staff in staff meetings or individual coaching when the need arises. School staff have also been trained to provide a variety of specialist support. Where a training need is identified and the expertise not present, the school is committed to ensuring that training gap is promptly addressed.

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

If, once the progress of a child has been monitored and strategies discussed with parents, it is considered that additional expertise is desirable then these outside specialist services can be accessed by the SENDCo through the termly multiagency Springboard meetings. Signed parental permission forms are required so that the children can be discussed and additional services can be accessed to support the child. The school has access to a wide field of additional services e.g. early years specialist, visual and hearing support, speech and language therapy, occupational therapist, school nurse etc.

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

The school provides any appropriate equipment and facilities that a child with special educational needs or disability may need. This equipment will have been identified by an outside agency as required by the child in order for them to best access their learning. The school works carefully with agencies to provide the best possible learning environment for children, no matter what adaptations/alterations may be recommended. The school is quite accessible, although there are a number of steps outside, which can be circumnavigated easily.

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?

Parents are encouraged to speak to their child's Class Teacher with any questions or concerns; these meetings can be informal or arranged. In addition to the termly parents' evenings, additional meetings may be arranged to discuss targets and achievements in the Individual Education / SEND Support Plans. The SENDCo will attend meetings for children with more complex needs or whenever the class teacher or parent requests attendance. For a child to reach his or her potential it is important for the parent to be fully involved.

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

Children are involved with their target setting as far as their understanding will allow. Children can attend meetings if it felt appropriate by the teacher and parent. In order to encourage motivation in a child a teacher will get to know them so they can tailor the provision in school to meet their learning style and interests.

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

Parents are encouraged to bring any concerns to the attention of the class teacher. The SENDCo may also be contacted (contact details above). For more detailed information please refer to the complaints policy on the school website.

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 SENDCo is usually the person who involves other organisations and services and reports directly to the Headteacher; the SENDCo also reports to the governor with specific responsibility for Special Needs. Governors can see the data that informs them of the progress made by children with additional needs in order that they can ask questions to ensure that all children's needs are being met.

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

The SENDCo can signpost parents to the wide range of support organisations and groups available in the community. As discussed above the SENDCo can also access the professionals that can offer the specific support required for the child's needs; either to work directly with the child or to offer advice to parents or staff. The school website is a

resource that can be used by parents of children with Special Educational Needs and Disabilities; it is updated regularly with new information. The School Nurse is available to add expertise and signposting that is more specifically related to health and mental-wellbeing.

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

i) Join the school?

Sutton-on-Trent Primary and Nursery School works hard to ensure that children have a smooth transition into the school. The School works closely with parents and any outside agencies involved with children who enter with a recognised need and we seek to do all we can to meet the need in the setting from the day they arrive. Any adjustments from that point will be completed quickly to ensure that the child can access their education effectively; their well-being is paramount.

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

Sutton-on-Trent Primary and Nursery School understands the importance of carefully considered transition plans for children with additional needs. In any transfer the important element is communication so that information about that child and how they learn best is communicated on paper and in meetings so that professionals who will be teaching the child have the opportunity to ask questions. The amount and nature of the visits to the new setting is decided with the child at the centre of the process; each of these transitions seeks to predict possible issues that may arise and to pre-empt as many as possible so that the pupil feels equipped to begin the next part of their journey.

iii) Prepare for adulthood and independent living?

Sutton-on-Trent Primary and Nursery School works hard to encourage independence and confidence in all children. Various life skills are introduced; questioning, independent thought is fostered through positive relationships and a safe environment to learn and explore their relationship with the wider world.

13. Where can I access further information?

For further information please refer to the school website; specifically the Special Needs and Disabilities Policy. There is also a link to the Nottinghamshire Local Offer website. If you have any specific questions or concerns please contact the SENDCo.