



NERROLS
PRIMARY SCHOOL
AND NURSERY

Nerrols Primary School and Nursery

Special Educational Needs and Disability Information Report

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Dedicated SEND time: Wednesday
Local Offer Contribution: <http://www.somersetchoices.org.uk/family/>
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How we support children with Special Educational Needs and Disability

Introduction

At Nerrols Primary School we welcome everybody. The staff, governors, pupils and parents work together to make Nerrols Primary School a happy, welcoming place where children can achieve their potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We are committed to making this reality through the attention we pay to the different groups of children within our school, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

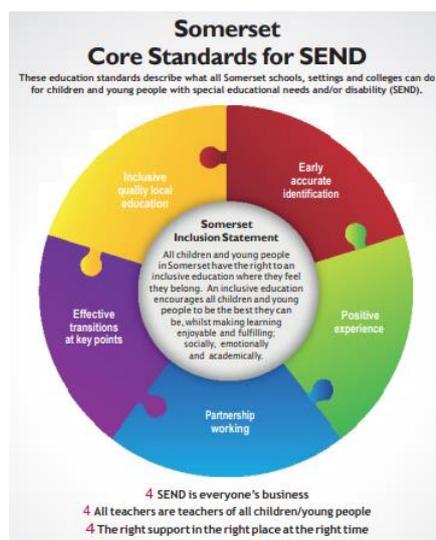
Our SEND provision allows pupils with additional needs the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning, thus enabling them to maximise their potential and to work independently.

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood

Core Standards

Quality First Teaching (WAVE 1) underpins The Core Standards and all educational provision. The Core Standards describes the entitlement of children and young people with Special Educational Needs and Disabilities in early years settings, schools and further education in Somerset. The five key aims of the core standards are:



You can learn more about Somerset Core Standards at:

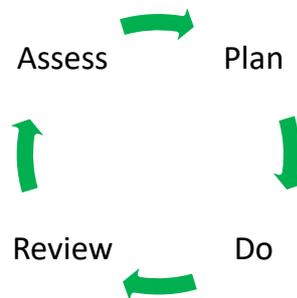
<https://www.somersetchoices.org.uk/family/information-and-advice/core-standards-for-education/>

At Nerrols, the Core Standards are embedded into our whole school approach for assessing, planning, teaching and supporting children with SEND.

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy)

Assess: In identifying a child as needing SEND support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. This assessment will be reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing an accurate picture of need. Where outside professionals from health or social services are already involved with the child, these professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO will contact them if the parents agree.

Plan: Where it is decided to provide a pupil with SEND support, the parents **will** be notified. The teacher and the SENDCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do: The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. Where possible additional provision will take place as part of in class lessons in order to ensure children with SEND continue to engage in activities with children who do not have SEND.

Review: The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority will review that plan as a minimum every twelve months. Nerrols co-operate with the local authority in the review process and, as part of the review, the local authority can require school to convene and hold an annual review meetings on its behalf.

Parents views are welcomed at any time and if they have any concerns their first point of contact will be the class teacher. However if they have any ongoing concerns they are welcome to make an appointment with the SENDCO, (Becca Hampshire) through the school office or through their class teacher. The SENDCO works Wednesdays.

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1.1 Communication and interaction

Children with difficulties with **speech, language and communication** are supported in a wide variety of ways. Learning support assistants deliver speech and language programmes and work closely with NHS Speech and Language therapists in identifying and putting the right provision in for individual children.

Children on the **Autistic Spectrum** may need a more finely tailored approach. For these children individual timetables will be devised to ensure they have the support they need, where they need it. For some, this may mean working outside the classroom, in a quiet area for part of the day, for other alternative provision at unstructured times such as playtime or lunchtime. It may also require more specific tailoring of tasks to suit the specific learning needs of the child. Additional adult support may be needed. These programmes will be devised based on recommendations and care plans from services such as Speech and Language Therapy, Occupational Therapy and the Autism and Communication Service.

1.2 Cognition and learning

Children with **learning difficulties** will receive additional support in a variety of ways. Some might need to access additional small group work targeted to their area of need in order to accelerate their learning, others may need more specific work on an individual basis to improve their skills. Adult support may be received in the classroom setting or in a quiet area to allow more focussed work to be carried out. Class work will always be carefully differentiated in order to suit the full learning needs of the children within the class.

1.3 Social, emotional and mental health

Children with **social or emotional difficulties** take part in group and individual work aimed at supporting children in developing their social skills, understanding and managing their emotions positively, discussing their needs with adults, resolving conflicts and developing friendships. The children and their families can also access support from our Parent and Family Support Advisor (PFSA). This support outside of the classroom has strong links to the support in the classroom where the teachers are able to develop plans alongside the SENDCO to ensure the children have an appropriate level of support throughout the day.

1.4 Sensory and/or physical needs

Nerrols is an accessible site, so **wheelchair** users and children with **physical impairments** can be confident in accessing the different areas of the school. We have disabled toilets.

Children with medical conditions are supported through health care plans. Staff training is put in place to ensure they are aware of specific conditions and what actions are needed in different circumstances.

We work closely with the hearing impairment support service to ensure that hearing impaired children are fully included in all aspects of the curriculum. Where necessary, adults wear radio transmitters which link to hearing aids to further enhance the clarity of hearing for the children experiencing difficulties.

Staff work closely with Occupational Therapists from the NHS to support children with **sensory processing difficulties**. Care plans from the NHS are followed and potential sensory triggers in an environment are reduced as much as possible. (Reference: SEND Policy)

As of September 2019, we have 2 children or young people receiving some form of SEND Support.

We have internal processes for monitoring quality of provision and assessment of need. These include regular reviews of plans in place and the impact they are having on the progress of the children.

Class teachers review their provision regularly and meet with the SENDCO to review provision at least termly. If there are specific concerns about a child this will take place more regularly.

The SENDCO will monitor the quality of the provision termly. To do this the provision and interventions will be analysed by looking at the impact they have had. Both quantitative and where appropriate qualitative data will be looked at to make these judgements.

Following this provision monitoring discussions will be held with the class teachers to full establish the needs within the class and the impact of the provision. Decisions will then be made about the needs of the children across the school and decisions made between the SENDCO and class teachers about the provision and interventions that will be put in place for the following term. Resources may then be moved according to need and plans put in place.

Education Health Care Plan (EHCP) and High Needs Funding

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, a statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's (Somerset County Council) SEND Panel.

You can find out more information about an EHCP by visiting <https://choices.somerset.gov.uk/025/localoffer/education-health-and-care-plan/>.

If the local authority make the decision that a plan should be issued to a child, the school will also receive additional funding. The amount of funding the school receives will be dependent on the needs of the child.

For more information about funding please visit <https://choices.somerset.gov.uk/025/local-offer/>.

Early Help

If the school feel that a family or child would benefit additional support from outside agencies, then an Early Help Assessment (EHA) will be completed. An EHA is a simple, easy to use assessment, which captures all of a child/young person's and family's needs at the earliest opportunity. It is a shared tool, which can be used by all agencies in Somerset who are delivering early help in a co-ordinated way, so that they understand and respond to the needs of children/young people. The aim is to assist professionals and managers in assessing and identifying a child or young person's level of need; what type of service/resources may meet those needs, and the process to follow in moving from an identification of need to the provision of services with the aim that children receive the right service, in the right place, at the right time. It introduces a continuum of need and support, provides information on the levels of need and gives examples of the factors that may indicate a child, young person and their family. Before the school complete an EHA, the parents/guardians (and where appropriate, the child) will be asked to give their consent. Parents/Guardians will then be invited into school to discuss the assessment before it is sent to the relevant agencies.

You can find out more about Early Help at: <https://professionalchoices.org.uk/eha/>

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Termly SEND Parent Meetings for all children receiving wave 3 level provision.	SENDCO, Class teachers, parents and where appropriate children	Termly
Termly SEND Parent Meetings for all children receiving wave 2 level provision.	Class teachers, parents, SENDCO (and where appropriate children)	Termly
Annual reviews, SEND Support Reviews, Early Help Assessments, TAC meetings, Pastoral Support Programmes, EHC plan meetings,	SENDCO, Class Teachers, Parents, children where appropriate and outside professionals	Need dependent.
Consultation Meetings when new documents have been produced, such as the SEND policy, accessibility plan etc	SENDCO, parents	As needed

Children are at the heart of everything we do at Nerrols. They have a strong voice in sharing their opinions about the provision they receive on a day to day basis, but their opinions and thoughts are also sought prior to SEND Support Reviews and termly review meetings, where appropriate we are keen to invite children to come to meetings or offer their views in away they feel comfortable.

Staff development

We have trained and skilled staff. All teachers are seen as teachers of SEND and staff meetings are used to ensure whole staff awareness of specific needs. This training may be delivered by the SENDCO or external advisors. Training is continuously rolled out to ensure all skills and knowledge are fresh and up to date.

Where children have highly individualised needs additional training is delivered to ensure staff are aware of the difficulties they may experience. We work closely with a range of external agencies who make recommendations for the provision and support for individual pupils. These include the NHS services, speech and language, occupational therapy, physiotherapy and school nurses as well as education based advisors from hearing support, visual support, Autism and Communication, Learning support and Educational Psychologists.

We have the following expertise at Nerrols:

Initials of person	Area of expertise and level
BH	The National SENDCO Award
	Parent, Family Support Advisor
All teachers	Quality First Teaching updates through staff meetings
All staff	Autism Education Trust – level 1
RL and SM	Team Teach
All staff	STC updates

All new staff are given a clear induction and have the necessary training to ensure that expertise is secured.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. They are deployed according to their previous experience, training and expertise and will either work with individual children with high needs or with individuals or groups of children needing additional provision and/or interventions. They work closely with the class teachers to ensure that any work done with them is transferred back to their work in the classroom.

Evaluating Effectiveness

The effectiveness of our SEND support is continuously and rigorously monitored through lesson observations, work scrutiny and where needed pupil progress meetings. Discussions with children happen throughout the year to ascertain their views, and every child is involved in assessing their learning and progress in every session. We also track focus pupils to get a full picture of their experiences in school from their viewpoint.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

Our approach involves:

- Children with identified SEND will have a School Entry Planning Meeting, which pre-school and school staff will attend, along with parents and other professionals involved in their case. This outlined the strengths and needs of the pupils and outlined a plan to support their successful integration to school.
- Children moving to another school will be supported through additional visits to the receiving school where necessary. Close contact with the school is maintained to ensure all children were known before starting, allowing the schools to put appropriate provision in place prior to their start date.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher
- You can also arrange to meet with the SENDCo
- You can find the SEND (Special Educational Need and Disability) policy on our website.
- Somerset Choices: <https://www.somersetchoices.org.uk/>
- Somerset SENDIAS is an organisation that provides independent advice and support for families Phone: 01823 355578 Email: info@somersetend.org.uk

Useful Websites

Hearing Impairment: www.ndcs.org.uk www.signature.org.uk

Autism: <http://www.autism.org.uk/> <http://www.autismsomerset.org.uk/>

Vision impairment: www.somersetsight.org.uk www.rnib.org.uk

Speech and Language, Occupational therapy and CAMHS: <http://www.sompar.nhs.uk/what-we-do/children-and-young-people/parent-carer/>

Complaints

Our complaints procedure is:

If a parent or carer has any concerns or feedback regarding the care or welfare of their child they should first speak to their child's class teacher. They may also ask to speak to the SENDCO or the Head teacher if needed.

Please refer to the schools Parental Complaints Policy.

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Developing the use of STC throughout Early Years and KS1.
- Developing the schools' provision for children with literacy difficulties.
- Embed a trauma informed approach throughout the school.
- Further developing individual teacher and LSA expertise linking to the specific needs of specific children.
- Developing the school's provision for children with autism through autism level 1 training.

In preparing this report we have included staff, parents and children and young people through:

- Gathering the views of teachers and LSAs at meetings.
- Inviting parents to read reports and discuss key issues.
- Giving copies of reports to parents for feedback.

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Accessibility Plan
- Pupil medication and Medical Conditions Policy
- Safeguarding and Child Protection Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Somerset Local Authority's Local Offer can be found on the following website:

<http://www.somersetchoices.org.uk/family/>