



Special Needs Education Netherbrook Primary School

At Netherbrook Primary School we are constantly looking at how we can improve the provision for our pupils. The following information has been put together for parents and carers.

1) How does Netherbrook Primary School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the pupil's previous school
- there is a lack of progress
- as a result of poor test scores
- there is a change in the pupil's behaviour
- a pupil asks for help

What should I do if I think my child may have special education needs?

- If you have concerns, contact your child's teacher or to the Inclusion Leader, Mrs Clarke (SENCo)

2) How will I know how Netherbrook Primary School supports my child?

- Pupils who are struggling to meet academic targets or have Speech & Language targets will have identified interventions set by the class teacher following our termly Pupil Progress Meetings (PPMs). This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may high-light any potential problems in order for further support to be planned.
- As a result of the Pupil Progress Meetings, a pupil may be included in a variety of intervention groups. This may be 1:1 or small groups. The length of time will vary according to need. They are regularly reviewed to ascertain the effectiveness of the intervention and to inform future planning.
- Occasionally a pupil may need more expert support from an outside agency such as and Educational Psychologist or Learning Support Services.

A referral will be made with your consent and after a series of assessments and consultations, a programme of support is usually provided to the school and parents / carers.

3) How will the curriculum be matched to my child's needs?

- Teachers plan from children's levels, differentiating work to closely match children's ability and learning needs. When a pupil has been identified with SEN their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- A Teaching Assistant may be allocated to work with the pupil 1 to 1 or in a small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil. For example, writing slopes, concentration cushions, pencil grips, 'fiddle' toys, easy to use scissors.

4) How will I know how my child is doing?

- You will be able to discuss your child's progress the termly parents' evenings.
- If you wish to raise a concern class teachers are regularly at the classroom door (Foundation Stage and Key Stage 1) or on the playground (Key Stage 2) at the end of the day. Appointments can be made to speak to members of staff by visiting or ringing the school office.
- Your child's IEP will be updated and new targets set, as appropriate.

How will you help me support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.

- Members of staff are readily available for those who wish to discuss issues and concerns.

- The school has a Parent Link Co-ordinator, Mrs Bowen, who is also available for pastoral support.
- The school receives regular weekly visits from a Clinical Psychologist, Dr George Harris. He is able to work with pupils, staff and parents.

Pupils with medical needs

- * If a pupil has medical needs then a detailed care plan is compiled by Mrs Bowen in consultation with parents/ carers. These are discussed with all staff who are involved with the pupil.
- * Where necessary, and in agreement with parents / carers, medicines are administered in school where a signed form is in place.
- * Staff receive epipen, epilepsy and asthma training which is delivered by the school nurse annually.

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

At times it may be necessary to consult with outside agencies in order to receive their more specialized expertise. The agencies and organizations used by the school include:

- Autism Outreach Team (Sarah Flavell, Ruth Heeks, Debbie Willetts)
- Educational Psychologist (Dr Claire Smith)
- Clinical Psychologist (Dr George Harris)
- Learning Support Services (Julia Best)
- Speech and Language Therapists (Kay Huckfield)
- Hearing Impairment Services (Nicola Roberts)
- Vision Impairment Services (Catherine Skidmore)
- Physical and Medical Services (Kim Fisher)
- Occupational Therapists (Anna Lena Weighton)
- Behaviour Support Services (The Sycamore Centre)
- Special Education Early Years
- CAMHS (Child and Adolescent Mental Health Service)
- Russells Hall Hospital
- The School Nurse (Laura Devereaux)

7) What training are the staff supporting children with SEND had or are having?

Mrs Clarke has completed the National Diploma for Special Education Needs and is Reading Recovery trained. She has attended a variety of courses connected to Speech & Language and Dyslexia Screening.

All staff have received some training related to SEND. These have included sessions on:

- * How to support children on the autistic spectrum
- * How to support children with behavioural difficulties
- * Reading Recovery
- * How to support children with Specific Learning Difficulties

The school also has some teaching assistants who have received training enabling them to deliver more specialised support:

- Better Reading Partnerships (BRP) (Reading)
- Language for Learning (Speech & Language)
- Colourful Semantics (Speech and Language)
- Get Moving (Gross Motor Skills)

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

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put into place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of 1 to 1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

9) How accessible is the school environment?

Facilities we have at present include:

- ramps into school to make the site accessible to all;
- A toilet is adapted for disabled users;
- A lift is installed so that access the physically impaired to reach the first floor of the school;

- Our corridors are wide with large double doors which ensure good access for all.

10) How will the school prepare and support my child when joining Netherbrook Primary School or transferring to a new school?

Many strategies are in place which enables a pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining or leaving.
- All pupils attend induction sessions where they spend some time with their new class teacher.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Mrs Clarke, Inclusion Leader, liaises with the SENCo from the new provider to pass on information regarding pupils.

11) How are the school's resources allocated and matched to children's SEN needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support, resources and training. Funding is also used to buy in specialist support (eg Learning Support Services or the Educational Psychologist).
- Pupil Premium payments are used to support pupil's learning.
- Additional provision may be allocated after discussion with class teachers or after outside agency advice has been received.

12) How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- discussions with the class teacher or teaching assistant;
- during parents' evenings;
- during discussions with Mrs Clarke, Mrs Frost, Mr Rawlings or other professionals;

- Parents are encouraged to comment in their child's planners with any concerns / suggestions they may have.

13) Who can I contact for further information?

If you wish to discuss your child's educational needs please contact one of the following:

- Your child's class teacher
- Inclusion Leader – Mrs Clarke
- Deputy Head – Mrs Frost
- Head Teacher – Mr Rawlings

Appointments can be made through the school office: 01384 818415

Updated Summer Term 2016: Mrs S Clarke