

<p><b>What type of SEND do we provide for?</b></p>	<p>At Netherbrook Primary School we support children with a variety of differing special educational needs and disabilities and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.</p> <p>SEND is categorised into the following four broad areas in the SEND code of practice 2014:</p> <ul style="list-style-type: none"> <li>• Cognition and learning</li> <li>• Communication and Interaction</li> <li>• Social, Emotional and Mental Health difficulties</li> <li>• Sensory and Physical needs.</li> </ul>
<p><b>How do we identify and assess pupils with SEND?</b></p>	<ul style="list-style-type: none"> <li>• When pupils have an identified special educational need or disability, before they join Netherbrook Primary, we work very closely with the people who know them best; their parents. This helps us to best identify any possible barriers to learning which may exist and/or accessibility issues and plan appropriate support strategies.</li> <li>• If you tell us that you think your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, although sometimes we seek advice from more specialised services such as Educational Psychology, or Learning Support Services. Agencies contacted are based on need and developmental age. We always share our findings with you and the next steps we need to take to support your child.</li> <li>• If teachers feel that your child has a special educational need, they will discuss this with you in a timely manner. Identifying your child as having SEND can happen through observing behaviours and/or analysing assessment data. When a child is identified as SEND, action is immediately undertaken to modify our provision and resolve any concerns hopefully resulting in your child’s needs being met. However, if concerns persist, we will observe your child’s learning characteristics and how they work within their current provision; we will assess their understanding of their learning and where appropriate use diagnostic assessment resources to pinpoint clear next steps. This may result in using more specialised services. If school becomes concerned about your child, you will be contacted by their class teacher or the school’s Special Educational Needs Coordinator (SENCO).</li> </ul> <p>In the Early Years Foundation Stage, we plan and track progress using the Statutory framework for the early years foundation stage. In Key Stage 1 and 2 we use the National Curriculum.</p> <p>Each term, children are formally assessed and data is recorded. Attainment and progress is then analysed against children’s targets and is discussed during pupil progress meetings with teachers and at consultation meetings with parents.</p> <p>Children with SEND are identified and teaching is adapted to suit the needs of the individuals wherever possible.</p> <p>Additionally, targeted interventions may be put into place to support your child. We use the graduated approach of ‘<i>assess, plan, do, review</i>’ across all interventions to measure impact and ensure each child is receiving the best possible education. We set individual targets for children who require interventions and monitor progression. This information will be shared with you during consultations.</p>

	<p>If your child has a specific need we will use an assessment tool / tracker to support them and identify clear next steps for them to work towards. We are currently adopting the Birmingham Continuums.</p>
	<p>We gather views of parents and carers at our regular parent consultation meetings and make notes of important points so that they can be revisited at each successive meeting to review progress. The SENCo is always available to attend these meetings alongside teachers or alternatively, an appointment can be made to discuss the provision your child is receiving at school.</p>
<p><b>Who is our SENCO and how can she be contacted?</b></p>	<p>Mrs Louise Reeve Please visit the school office on -1384 818415 Or email at lreeve3@netherbrook.dudley.sch.uk</p>
<p><b>What is our approach to teaching pupils with SEND and how do we adapt the curriculum and learning environment?</b></p>	<p>All aspects of life at Netherbrook Primary School are inclusive. Wherever possible, children are taught alongside their peers in mixed attainment classes. Teachers constantly adapt their high quality teaching in order to cater to pupils' needs but plan individual learning sequences or timetables when necessary.</p> <p>Teaching is based on clear objectives, shared with the children and returned to at the end of the lesson. Lessons are lively and interactive and adults use a variety of teaching styles to ensure our children with SEND reach their full potential. All staff are trained in a range of research based SEND approaches, meaning we are able to cater for all areas of SEND. These strategies include: visual timetables, task boards, peer mentoring, flexible grouping, word banks, scaffolding, self assessment strategies and peer marking.</p> <p>Staff are trained in a range of interventions for reading, writing, maths and speech and language. ICT software packages are also used to support interventions.</p> <p>Pupils have the opportunity to work with a year group Teaching Assistant or Learning Mentor to support behaviour as well as social, emotional and mental health issues.</p> <p>Some pupils may have an SEND need which will require staff to be medically trained to aid them effectively. This is arranged annually by the school.</p> <p>Additionally, specialised support is provided from external professionals such as Learning Support Services (LSS), Educational Psychologist (EP), Speech and Language therapy (SALT), CAMHS, Paediatricians, Visual Impairment (VI), Hearing Impairment (HI), Occupational Therapy (OT), Physiotherapy, Specialist Early Years Services (SEYS), Autism Outreach, School Nurses.</p> <p>If a pupil's education, health and care plan (EHCP) identifies a need which is significantly different to 'typical' SEND provision, additional funding should be allocated. This must be used to fund any agreed plan formulated by professional advisors, parents and school.</p> <p>The environment is managed and assessed continually to ensure all children with disabilities can attend Netherbrook Primary.</p>
<p><b>How do we consult parents of pupils with SEND and involve them in their child's education?</b></p>	<p>At Netherbrook Primary School, we work closely with parents and carers recognising that they have much to contribute to our support for their children.</p> <p>When we assess any potential special educational need, we will liaise with you to ascertain whether your child's understanding and behaviour are the same at home as presented at school. This enables us to develop and agree on a consistent, shared approach for supporting your child in both settings.</p> <p>Where appropriate, we will write and review targets for interventions with pupils and parents/carers. A copy of these targets will be shared with you via Class Dojo and consultations.</p>

	<p>We hold regular meetings that allow our staff, external professionals and family or carers involved with a child, to share information, celebrate progress and achievement and plan clear next steps.</p>
	<p>We will use home learning opportunities to repeat and practice activities that are new and present a challenge to your child. If you have any questions about homework, please see your child's class teacher.</p>
	<p>Our staff are available at the end of every school day to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other.</p>
<p><b>How do we consult pupils with SEND, involve them in their education and improve their emotional and social development?</b></p>	<p>Pupil's views are very important; they have a right to be involved in decisions about their education and made aware of the support that surrounds them in school. They are fully involved in their learning and their views will feed directly into all policies, procedures and daily teaching and provision. Pupil's are given regular opportunities to:</p> <ul style="list-style-type: none"> <li>● Self assess</li> <li>● Take part in pupil voice</li> <li>● Contribute to and, if appropriate, attend review meetings with their parents/carers to: <ul style="list-style-type: none"> <li>- Decide specific outcomes they wish to achieve</li> <li>- Decide the help and support they need to achieve these outcomes</li> <li>- Reviewing progress towards these targets</li> </ul> </li> </ul>
<p><b>How do we support pupils moving between different phases of education?</b></p>	<ul style="list-style-type: none"> <li>● Children who join our school in Nursery or Reception are welcomed into our school community with a personal home visit by their key worker. Parent and child 'stay and play' sessions follow in preparation for their September start.</li> <li>● Transition to Reception and then into each successive year group, is supported by meetings for the staff and information leaflets and taster sessions in each new class for the pupils.</li> <li>● Parents and children who are joining our school mid-term are encouraged to visit the school before they start.</li> <li>● When we are aware that pupils joining us from other settings have identified special educational needs, we may arrange a visit to observe them in a familiar environment. If the children's needs are unknown to us before they start school, we will conduct early assessments to ascertain if the child needs additional support.</li> </ul>
	<p>We liaise very closely with our Secondary schools in the area to ensure that the transition from primary school to the secondary school is as smooth as possible.</p>
<p><b>How will we secure specialists, equipment and facilities to support pupils with SEN?</b></p>	<p>Our SEND team creates bespoke, individualised resources for pupils with special educational needs and disabilities that support their specific learning targets and needs but which still, where possible, reflect learning taking place by their peers. We assess all our newly arrived children on entry to school and use a range of resources to help them develop their communication skills, if required. We have a wide range of reading materials (books, digital stories, newspapers) to appeal to both aural and visual learners.</p> <p>We have a wide range of ICT equipment available to help motivate pupils and access learning.</p> <p>We use workstations, picture and symbol timetables and equipment such as countdown timers for pupils who may need them.</p> <p>We have 'safe spaces' around school and within classrooms, which children can access throughout the day to help them identify and regulate their emotions.</p> <p>We seek advice and equipment from outside agencies as and when the need arises.</p>

	We use a range of software on our school learning platform to help pupils engage with subjects they find difficult and working towards becoming independent learners.
<b>Who can young people and parents contact if they have concerns or a complaint?</b>	Our school operates an open door policy. Your first point of contact is your child's class teacher, who is always available at the end of the school day. In addition, our SENCo is here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the Head teacher or Deputy Headteacher at any time. Additionally, the local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child if you disagree. SENDIASS is available to provide independent information and advice. <a href="#">Dudley SENDIASS   DudleyCouncil</a>
<b>Where can the LA's local offer be found?</b>	The Dudley Local Authority Local Offer can be found at <a href="#">Dudley's Local Offer   Dudley Council</a>

<b>Date</b>	<b>Revision and Amendment Details</b>	<b>By</b>
September 2022	Updated due to Academy changes	L. Reeve, P. Rawlings