

NETHERBROOK PRIMARY SCHOOL



SEND INFORMATION REPORT

Under the Children and Families Act 2014 Section 69 Schools have to publish an SEND Information Report.

The Governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish this information on their website. The report should provide information about how the needs of children with Special Educational Needs and Disability (SEND) are being met, wherever possible through reasonable adjustments to learning and teaching arrangements.

This report provides you with information regarding the provision that Netherbrook Primary School makes to meet the needs of SEND children.

Special Educational Needs and Disability (SEND)

Information Report 2018-19

AN INTRODUCTION TO SEND AT NETHERBROOK PRIMARY SCHOOL

At Netherbrook Primary School, we are committed to working together with all members of our school community. We pride ourselves in promoting effective partnerships between parents, practitioners and pupils. Since November 2017, we have become part of 'The Learning Link Multi Academy Trust' (LLMAT.) This means that we now work in consultation with three other local primary schools to ensure our vision for children with special educational needs and/ or disabilities is the same, and that each child's learning becomes personal and individualised to meet their specific additional needs. The information, within our SEND Information report has been produced in line with the current SEND code of practice (2015), Regulation 51 and Schedule 1 of SEND regulations (2014,) and the Children and Families Act (2014.)

We strongly believe that, all learners should have the same opportunity to access extra-curricular activities and we are committed to making reasonable adjustments to ensure participation for all. Our staff are aware of the Equality Act (2010,) which places specific duties on schools, settings and providers; including the duty not to discriminate, harass, or victimise a child or adult linked to a protected characteristic defined in the Equality Act. It reinforces the importance of making 'reasonable adjustments' as part of normal classroom/school practice to accommodate for all child's individualised needs.

WHAT KIND OF SEND ARE PROVIDED FOR?

Netherbrook Primary School is a mainstream school which follows the Dudley Inclusive admission procedures.

Pupils with SEND may have needs in one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

HOW DO WE IDENTIFY AND ASSESS PUPILS WITH SEND?

At Netherbrook we adopt the definition of SEND as stated in the Special Educational Needs and Disability Code of Practice (Jan 2015) which states that:

- **A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.**
- **An SEND child has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions**

Children with SEND have difficulties that call for special provision to be made. Children have a special educational need if:

- **progress is significantly slower than that of their peers starting from the same baseline**
- **progress fails to match or better the child's previous rate of progress**
- **progress fails to close the attainment gap between the child and their peers**
- **progress widens the attainment gap**

The school aims for early identification of special educational needs. If a class teacher is concerned that a child may have SEN, our new 'My Learning Pathway' provision outlines (further information listed on our website) the stages of intervention which we follow.

Within school, pupils with SEND are identified on the school SEND overview so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the SEND overview when their needs no longer require special educational provision.

There are other factors which could impact upon progress and attainment of individual pupils that include:

- **Attendance and punctuality**
- **Health and welfare**
- **English as an additional language**
- **Being in receipt of pupil premium grant**
- **Being a looked after child**

We are clear as a school that the above factors do not necessarily mean that a child has SEND

HOW DO WE SUPPORT AND ASSIST CHILDREN WITH A DISABILITY?

Our Equality Policy and Accessibility Plan outlines the steps we have taken to ensure that all pupils, parents, carers, staff and visitors are included in all aspects of the curriculum and school life (Equality Act 2010).

Building

Our school building is easily accessible to children, visitors and parents/carers with a physical disability. We have ramps, widened doors and entrances. We also have a lift which enables easy access to our computer suite other teaching spaces; and a well-designed disabled toilet facility. For further information please refer to the school's Accessibility Plan.

Resources

- We ensure that equipment used is accessible to all children regardless of their needs.
- We have TAs trained to support children with visual and hearing difficulties and they work alongside the Physical and Sensory Impairment Team to ensure these children's individual needs are met.
- Coloured overlays are used to support children with visual stress (colour is dependent on individual needs) Wobble/balance cushions are available and used effectively to aid pupils with physical needs.
- Ergo grip pens/pencils and a range of different pencil grips are used to support children with fine motor issues.

HOW DO WE CONSULT PARENTS/CARERS OF CHILDREN WITH SEND AND INVOLVE THEM IN THEIR CHILD'S EDUCATION?

Parents and Carers are seen as partners in the educational process and are encouraged to keep in regular contact with the school regarding their child's progress. Parents' evenings are held twice a year. In addition, parents are welcome to contact the Class teacher and/or Inclusion Leader at any time if there is anything they would like to discuss. Parents and Carers of children with SEND are involved in the process of writing and reviewing their child's My Plans which are reviewed at regular half termly cycles. Where a child has outside agency involvement, additional opportunities are provided, for parents to discuss their child's education.

HOW DO WE CONSULT CHILDREN WITH SEND AND INVOLVE THEM IN THEIR EDUCATION?

As part of our approach to teaching and learning for all pupils, we discuss with children their progress and attainment by giving verbal and written feedback. Where appropriate, pupils will be invited to review meetings to celebrate successes and set new targets. We also consider 'pupil voice' an essential part of the Assess-Plan-Do-Review cycle. It is important for pupils to share their learning experiences and reflect on aspects of their time in school which they feel they excel or, need further support. These are not always academically focused, some children may have challenges with English and maths but excel in sports or creative arts! Pupils with an EHCP are invited to submit their views in writing as part of their annual review, as well as to attend the review itself.

HOW DO WE ASSESS AND REVIEW THE PROGRESS OF OUR PUPILS WITH SEND?

Each pupil with SEND has a personalised My Plan or My Plan +. Children's provision, learning and progress is assessed, monitored and evaluated every half term. This process, completed six times yearly, follows the assess, plan, do and review cycle:

ASSESS

Teaching staff carry out a clear analysis of the pupil's needs across the four categories of need: cognition and learning; communication and interaction; social, emotional and mental health and sensory and/or physical. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.

PLAN

Once an analysis of needs has been carried out, Teaching Staff agree outcomes for each pupil, taking into account parent and pupil views. Adjustments, interventions and support are agreed and shared with all parties involved. This is recorded on the school's information system. Parents are fully aware of the planned support and interventions in place for their child in school and, where appropriate, how they can contribute to learning at home.

DO

The class teacher is responsible for the child on a day-to-day basis, even where interventions involve group or one-to-one teaching away from him/her. Class Teachers work closely with teaching assistants and/or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The Inclusion Leader supports the teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

REVIEW

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at least four times a year. At each review meeting, the impact of the support and interventions will be evaluated in line with desired outcomes and taking into account parent and pupil views. The class teacher, working with the Inclusion Leader, will revise the provision in consultation with parents and pupils and will agree any changes to needs and outcomes.

Where a pupil has an Educational Health Care Plan, this will be reviewed every 12 months. An interim review may be carried out if a pupil's needs and outcomes change significantly.

HOW DO WE TEACH PUPILS WITH SEND?

The range of learning approaches include:

- **Quality first teaching**
- **Differentiated learning intentions and/or success criteria**
- **Adapted and differentiated printed text to improve access and understanding**
- **Writing frames**
- **Hands on equipment**
- **Multi-sensory learning opportunities**
- **Extra adult support**
- **Learning opportunities which reflect specific targets**
- **Small group or 1:1 sessions which reflect specialized targets**
- **Use of PCs/ I-Pad's**
- **Outdoor classrooms**
- **Differentiated homework**
- **Visiting speakers/groups**
- **Educational visits**
- **Forest school**
- **Nurture provision – 'The Den'**
- **Pastoral support – Learning Mentor**

HOW DO WE ADAPT THE CURRICULUM AND THE LEARNING ENVIRONMENT OF CHILDREN AND YOUNG PEOPLE WITH SEND?

Pupils have full access to the National/creative Curriculum which is differentiated to meet individual needs. The use of working walls, keywords, visual timetables, visual overlays and concrete and pictorial resources are used across the school to support learning. Our school is a communication friendly, vibrant and immersive learning platform in which we aim to promote independent learning at a specific and appropriate level for all learners.

HOW ARE THE STAFF SUPPORTED TO WORK WITH CHILDREN WITH SEND AND WHAT TRAINING DO WE HAVE?

The Inclusion Leader, qualified at Postgraduate level for special needs and Inclusion, attends relevant SEND courses including Dudley's SENCo network meetings and those run by the LEA SEN Team, in order to keep up to date with Local and National updates. All school staff will be kept up to date with relevant training and developments in meeting the needs of children with SEND. INSET and training sessions are provided for teaching and support staff throughout the year. A SEND CPD Audit is completed at the beginning of the school year to plan Professional Development opportunities across the academic year. External support services play an important role in supporting the Inclusion Leader in delivering training, and in providing support for staff.

HOW DOES THE SCHOOL EVALUATE THE EFFECTIVENESS OF THE PROVISION MADE FOR CHILDREN WITH SEND?

The Inclusion Leader, Senior Leadership Team and SEN Governor regularly review the SEND provision taking into account the views of teaching staff, parents and pupils. The quality of the whole school provision is evaluated as part of our approach to school improvement.

WHAT ACTIVITIES ARE AVAILABLE FOR PUPILS WITH SEN IN ADDITION TO THOSE IN ACCORDANCE WITH THE CURRICULUM?

Netherbrook Primary School follows the statutory National Curriculum and we also have additional curriculum activities to supplement what we believe to be right for our children. All children are planned into the activities and adaptations are made on an individual basis.

The Accessibility Action Plan, which explains the arrangements that can be/are put in place to support children with specific needs, is available on request from the school.

WHAT PASTORAL SUPPORT IS AVAILABLE?

At Netherbrook Primary School social and emotional development is primarily met as part of our school ethos. This is reinforced by Personal, Social, Health and Economic Education (P.S.H.E.E) delivered in class and through assemblies. Our Learning Mentor supports children with additional social and emotional needs as identified on the SEND Overview and children's Individual My Plans/ Plans+. Support is tailored to an individual's need and can be delivered through Nurture groups, peer massage, one-to-one in class support, and meet and greet morning and afternoon sessions. Play Leaders support and encourage the social development of pupils during lunchtime. All teaching staff have access to the 'Relax Kids' resources and these are used when desired. We are also able to draw on the advice and support of the Educational Psychologist and CAMHS (Child and Adolescence Mental Health Service.)

The school takes many steps to ensure and mitigate the risk of bullying of vulnerable learners. It has a comprehensive bullying policy available to Staff and parents. Our behaviour policy promotes inclusion and encourages children to be supportive of each other as they practise our Core Values:

- **Co-operation**
- **Friendship**
- **Honesty**
- **Learning**
- **Perspective**
- **Respect**

Measures to prevent bullying are included in our anti-bullying policy and are focused on during our annual anti-bullying week. Year 6 Playground Pals are trained to encourage friendly play.

HOW DOES THE SCHOOL INVOLVE OTHER AGENCIES/SUPPORT IN MEETING OUR PUPIL'S AND FAMILIES NEEDS?

External support services play an important part in meeting children and young people's SEND needs and in supporting their families. Referrals are made to both local authority and NHS services to advise and inform about the appropriate response to individuals specialist needs and disabilities within a mainstream setting. In addition, information requested by other agencies, such as CAMHS, will be supplied with parents/carers consent.

Services which we may draw upon include:

- **The LA's specialist advisory service for children with learning difficulties (Learning Support Service)**
- **Speech and Language Support Service**
- **PIMIS – Physical Impairment and Medical Inclusion Service**
- **Autism Outreach**
- **Educational Psychologist**
- **SEYS – Pre-school Special Needs Service**
- **Visual Impairment Service**
- **Hearing Impairment Service**
- **CAMHS – Child and Mental Health Service**
- **Physiotherapy at Russell's Hall Hospital**
- **Occupational Therapy**
- **Social Services**
- **School Health Advisor**
- **Community Police**
- **School Nurse**
- **Dudley Library Service**
- **NHS Community Dental Service**

HOW DO WE SUPPORT A CHILD WHEN THEY ARE LEAVING THIS SCHOOL OR MOVING TO ANOTHER YEAR?

We recognise that “moving on” can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. When a child is moving to another school:

- **We will contact the school INCLUSION LEADER and ensure he/she knows about any special arrangements or support that need to be made for the child.**
- **We consult with external support services to ensure that provision for the child is ongoing (where necessary).**
- **We will make sure that all records about the child are passed on as soon as possible.**

When moving years in school:

- **Information about the child will be shared with their new teachers during transition meetings.**
- **Pupils will spend time with their new class teacher and where necessary additional transition material will be provided.**
- **Individual My Plans/ Plans+ are put in place ready for the start of the new academic year.**

Parents are invited to attend Foundation Stage, Key Stage 1 and Key Stage 2 meetings held in June each year. This is to give parents the opportunity to discuss their child’s needs or raise concerns about their transition to a new year.

LEVELS OF SERVICE

UNIVERSAL – whole school approaches to be available in all classrooms.

TARGETED – personalised school based support with specialist advice where appropriate

SPECIALISED – for pupils needing specialist support and moving towards/or in receipt of an EHCP

WHO WILL HANDLE ANY CONCERNS I HAVE?

If you have any concerns or queries regarding your child's specific educational needs please contact their Class teacher. In addition you are always welcome to make an appointment to discuss your concerns further with:

Mrs K. Fellows - *Inclusion Leader*

Mr. P Rawlings - *Head teacher*

Further information is available from Dudley Local Offer FRAMEWORK FOR SEND PROVISION

<http://www.dudley.gov.uk/resident/localoffer/>

Dudley SENDIASS (formerly Dudley Parent Partnership Service) provides impartial information, advice and support to young people and parents, covering special educational needs (SEN), disability, health and social care

Helpline number: 01384 236677

Other policies of note: Inclusion Policy, Anti-Bullying Policy, Safeguarding Policy.