

# NETHERBROOK PRIMARY SCHOOL



## SEND INFORMATION REPORT

Under the Children and Families Act 2014 Section 69 Schools have to publish an SEN 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.

SEPTEMBER 2017

## Special Educational Needs and Disability (SEND)

### Information Report 2017 - 2018

#### 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 pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

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, the SEN referral flow chart in Appendix 1 will be followed.

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 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 Individual Provision Plan. 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. It will also consider support that they feel would be appropriate and helpful. 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 an Individual Provision Plan. Children's provision, learning and progress is assessed, monitored and evaluated at least four times a year using the assess, plan, do and review cycle:

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### 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.

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## 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.

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## 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.

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## 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 or Statement of Educational Needs, 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 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 Provision 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.

## 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 specialised targets
- Small group or 1:1 sessions which reflect specialized targets
- Use of PCs
- Outdoor classrooms
- Differentiated homework
- Visiting speakers/groups
- Educational visits

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

Pupils have full access to the National 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.

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

The Inclusion Leader 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 Provision 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.

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.

We are also able to draw on the advice and support of the Educational Psychologist, CAMHS (Child and Adolescence Mental Health Service) and Barnardos Counselling Service as required

## HOW DOES THE SCHOOL INVOLVE OTHER BODIES 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.

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
- Barnardos
- Dudley Library Service
- NHS Community Dental Service

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## 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?

Class teacher

Mrs L Reeve    Inclusion Leader/Assistant Headteacher

Mr P Rawlings    Headteacher

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.***