



**Netherbrook Primary School**

**Special Educational Needs and Disability (SEND)  
Information Report 2020 – 2021**

## **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. As part of the Learning Link Multi Academy Trust' (LLMAT.), we 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.

## **Who is responsible for SEND at Netherbrook Primary School?**

The Inclusion Leader at Netherbrook Primary School is Mrs. L. Reeve and is your point of contact for any queries regarding SEND.

**Name:** Mrs L. Reeve  
**Contact Number:** 01384 818414  
**Address:** Netherbrook Primary School  
Chester Road  
Netherton.  
Dudley.  
DY2 9RZ

## **Admission and Inclusion Arrangements:**

The school's admission criteria does not discriminate against pupils with special education needs and/or disabilities, and its admission policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act. Please see additional policies on our school website.

## **Which category of SEND do we have provision for at Netherbrook Primary School?**

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

Through the 'My Learning Pathway' process (see parent information booklet on website for further information), the school aims for early identification of special educational needs. If a class teacher and/or parent/carer is concerned that a child may have SEN, a record of concern form is completed and the child is placed on the record of concerns register. This is followed up by a review.

Within school, pupils identified with SEND are recorded 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 (PP)
- Being a looked after child (LAC)

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 to support children with visual and hearing difficulties where needed and they work alongside the Physical and Sensory Impairment Team to ensure these children's individual needs are met. Classroom and resource adaptations are made to ensure children have full access to the curriculum and environment.
- 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.
- Pencil grips and adapted scissors are used to support children with fine motor issues.
- Regular 'Get Moving' sessions support children with physical difficulties and daily Kinetic Letter sessions to build physical strength.
- Slope writing boards.
- Blinds are fitted in all classrooms and aid those children with sensory issues.
- We have a range of gross and fine motor equipment. The curriculum is planned to be multi-sensory in order to support children's differing learning styles.

## **Support**

- 'Get Moving' is a regular support programme which develops fine and gross motor skills.
- Pupils with additional physiotherapy exercises receive support to follow individualized programmes as recommended by Outside Agencies.
- Nurture group, Social Skills groups and our Learning Mentor support children with social, emotional and mental health needs. (SEMH)
- Trained first aiders support children with medical needs including asthma and use of epi-pens for children with epilepsy.
- Risk assessments are completed for all children with physical, sensory and medical needs on and off site.
- School clubs are available to all our pupils.

## **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 as part of the Assess – Plan – Do – Review cycle outlined in the SEND Code of Practice.

Parents and carers of children with SEND are involved in the process of writing and reviewing their child's My Plan or My Plan +. Where a child has outside agency involvement, additional opportunities are provided for parents to discuss their child's education. Reviews take place on a cycle and include Parents' Evening, held at least twice a year, and 1-2 additional meetings dependent on the cycle of review dates. 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.

All of our EHCP annual reviews take a person-centred approach. Parents of pupils with an EHCP are fully involved in the annual review process.

### **How do we consult pupils 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 My Plan, My Plan + and EHCP My Plan + 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 a My Plan, My Plan + and EHCP My 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 taking into account both progress and attainment of My Plan targets and curriculum progress. SEND Pupil Progress meetings are conducted following each cycle between our Inclusion Leader and Class teachers.

#### **Assess**

In consultation with parents, 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. The Inclusion Leader will carry out targeted assessment where required.

#### **Plan**

Once an analysis of needs has been carried out, teaching staff agree at least three targets 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 child's My Plan, My Plan + or EHCP My Plan + and is held 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 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 SENDCo 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.
- My Plans, My Plans + and EHCP My Plan + are updated for the start of the new academic year.
- Parents are invited to attend Foundation Stage, Key Stage 1 and Key Stage 2 meetings 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
- Matched 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
- Small group and 1:1 sessions
- Visual timetables, Now and Next boards, visual maps and prompts
- Learning opportunities which reflect specialised targets including individualised curriculums
- Use of PCs and Notebooks.
- Differentiated homework
- Visiting speakers/groups
- Educational visits

#### **LEVELS OF SUPPORT AND 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

### **How do we adapt the curriculum and the learning environment of children and young people with SEND?**

Pupils have full access to the Netherbrook curriculum which is differentiated to match 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 they have?**

The Inclusion Leader attends relevant SEND courses including Dudley's SENDCo network meetings and those run by the LA SEND Team, in order to keep up to date with local and national updates. Additional national network meetings and training are attended when relevant.

All school staff will be kept up to date with relevant training and developments on an ongoing basis through INSET and training sessions. Sessions planned and delivered will focus on meeting the needs of children with SEND. 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 and Senior Leadership Team 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 special educational needs in addition to those in accordance with the curriculum?**

Netherbrook Primary School follows a broad and balanced exciting curriculum which takes into account the individual needs of 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 support is available for improving the emotional and social development of pupil with SEND?**

At Netherbrook Primary School social and emotional development is met through a graduated approach. Primarily this part of our school ethos and reinforced by Personal, Social, Health and Education (P.S.H.E) and RSE curriculum delivered in class and through assemblies.

Our Inclusion Leader, as part of our Mental Health and Wellbeing project, oversees and supports children, along with our Learning Mentor, with additional social and emotional needs as identified on the SEND Overview and in children's My Plans, My Plans + or EHCP My Plan +.

Support is tailored to an individual's need and can be delivered through Nurture groups, small group sessions, one-to-one in class support, one to one well-being checks out of class, Soft starts (meet and greet morning



sessions). Dinner Supervisors and additional staff support and encourage the social development of pupils during lunchtime sessions.

Measures to prevent bullying are included in our anti-bullying policy and are focused on during our annual anti-bullying week. 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**

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

### **How does the school involve other bodies, in meeting children and young people's SEND and supporting their families?**

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 individual's 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.

- The LA's specialist advisory service for children with learning difficulties (Learning Support Service)
- Speech and Language Support Service (SALT)
- PIMIS – Physical Impairment and Medical Inclusion Service
- Autism Outreach
- Educational Psychologist
- Sycamore Centre
- SEYS – Pre-school Special Needs Service
- Visual Impairment Service
- Hearing Impairment Service
- CAMHS – Child and Mental Health Service
- Physiotherapy team at Russell's Hall Hospital
- Paediatrics team at Russell's Hall Hospital
- Occupational Therapy

- Social Services
- School Health Advisor (Nurse)
- Community Police
- Barnardos
- NHS Community Dental Service

### **How does the school handle concerns or complaints?**

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 L. Reeve** - *Inclusion Leader / Assistant Headteacher*

**Mr. P Rawlings** - *Head teacher*

Generally, complaints regarding the support for children with SEND are handled in the same manner as other school complaints. However, where a child has an Educational Health Care Plan (EHCP) the complaint procedure is different as outlined in the school's Complaints Policy.

### **What arrangements are in place for supporting children with SEND who are looked after by the local authority?**

Provision for children with SEND who are looked after by the local authority is exactly as outlined above.

### **How can I find out about the Local Authority's local offer?**

Please follow the link <http://www.dudley.gov.uk/resident/localoffer/>

### **Other policies of note:**

- Anti-Bullying Policy
- Disability Policy
- Safeguarding Policy
- Equality Policy
- Accessibility Plan
- Mental Health and Wellbeing Policy

These are available to view in the key information section on the Netherbrook Primary School website.