



Nelmes Primary School- SEND Information Report 2018-19.

At Nelmes Primary School we have high expectations of all pupils and strive to enable them to reach their full potential.

In order to achieve this, many steps are taken to support them through their learning journey. Quality first teaching is vital; however we recognise that for some children there are occasions when additional support may be needed to help them achieve their goals. The aim of this report is to let parents/carers know how we will support children with special educational needs.

Who is responsible for SEND?

Miss Hodges- SENDco

All teachers have a responsibility to meet the needs of all pupils in their class.

Mrs Devan- SEND Governor

Who are the best people to talk to in this school about my child's Educational Needs and/or Disabilities (SEND)?

Class teachers

He/ She is responsible for:

- Ensuring that all pupils have access to good or outstanding teaching and that the curriculum is adapted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional in class support) and letting the SENDco
- Knowing the needs of the students and planning their lessons accordingly to meet these needs
- Ensuring all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.

SENDco is responsible for:

- Coordinating all the support for students with special educational needs and/or disabilities (SEND) and developing the school's SEND Policy to make sure all pupils get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are: involved in supporting your child's learning, kept informed about the support your child is getting, involved in reviewing how they are doing, part of planning ahead for them, Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND record of need (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- To provide specialist support for staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.
- Ensuring school staff are aware of the needs of individual pupils
- Advising school staff of recommended strategies to support individual pupils with SEND
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others in school.

The school Governors are responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND, through regular contact with school staff.



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The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

A pupil is identified as SEND when their learning difficulty or disability requires provision that is **additional to or different from** that which is normally available to pupils of the same age. This may be identified through:

- Parental concerns
- Limited progress being made
- Assessment
- Observations
- Recognition of a change in behaviour
- A pupil asks for help

We assess each pupil's current skills and speech and language on entry in reception. For those children arriving mid-year (transferring from another school or setting). We may assess a child's skills attainment where appropriate and which will build on previous settings and Key Stages. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment **will not automatically** mean a pupil is recorded as having SEND.



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Consulting and involving pupils and parents

If school is concerned that your child is not making progress the school will contact you directly to arrange a meeting or have discussions at parents' evening to discuss this in more detail.

This is to:

- Seek your views and listen to any concerns you may have
- Plan any additional support your child will receive
- Discuss with you any appropriate referrals to outside professionals to support your child's learning.

If you have concerns about your child's progress then progress you should contact your child's form tutor/class teacher via the school office: (01708 447676, Email office@nelmes.org)

If you still have concerns you can contact the schools Special Educational Needs Coordinator (SENDco Miss Hodges) via the school office: (01708 447676, Email office@nelmes.org)

If appropriate the pupils will also be consulted about their education, they will be asked to complete a one page profile. This seeks to find out their views on strengths, weakness, aspirations and what helps to motivate them in their learning.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

- Your child's progress is continuously monitored by his/her class teacher/s- this information is used to plan and review all children's' progress to ensure that appropriate work is set.
- This is currently measured in National Curriculum end of year expectations, the SEND Pre key stage 1 and 2 standards 2018/19 and P Scales 1-4. At the end of each key stage the pupils are required to be formally assessed. This is something the government requires of all schools.
- The progress of pupils with EHCP is reviewed formally at an Annual Review with all adults involved with the child's education, the pupil and the parent/carers.
- The SENDco will also review the progress of cohorts of pupils with SEND to inform staff training needs.

You will get the opportunity to discuss and hear about your child's progress through the academic year. These include:

- Parents' evenings
- Open door policy
- Home/school communication
- IEP and annual reviews



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Our approach to teaching pupils with SEND		
How is the decision made about the type and how much support my child will receive?		
This is based on teacher assessment and level of need: For example, when children arrive in reception all children are assessed using the Language Link Assessment tool. The data from this will then be analysed and targets will be put in place. Interventions are then set up by an experienced member of staff and if necessary a referral is made to the speech and language team.		
What are the different types of support available for pupils with SEND in this school?		
Types of Support What could this mean for your child? Who can get this	Types of Support What could this mean for your child? Who can get this	Types of Support What could this mean for your child? Who can get this
Class teacher input via good/outstanding classroom teaching	<ul style="list-style-type: none"> Ensuring that the teacher has the highest possible expectations for your child and all students in their class. Ensuring that all teaching is based on building on what your child already knows, can do and can understand. Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or pair work. Putting in place specific strategies (which may be suggested by the SENDco or outside staff) to support your child to learn. 	All pupils receive this provision.
Specific small group work or individual intervention. These may be run in or outside the classroom.	<ul style="list-style-type: none"> Staff including the SENDco will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning or social development and needs some extra support to close the gap. Interventions include: Toe by Toe, Rapid Phonics, social stories, speech and language, Colourful Semantics, Time to Talk, Power of 2 and Lego Therapy Staff will plan sessions for your child with targets to help your child to make more progress. 	Any child who has specific gaps in their understanding of a subject/area of learning or social development.
Specialist monitoring and assessment by outside agencies	<ul style="list-style-type: none"> Your child will have been identified by the class teacher/SENDco (or you will have raised your concerns) as needing more specialist input instead of or in addition to class teaching and intervention groups. You will be asked to give your permission for the school to refer your child to an outside professional e.g. an educational psychologist, speech therapist. 	Pupils with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups.



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	<p>This will help the school and yourself understand your child's particular needs better and be able to support them most effectively in school.</p> <ul style="list-style-type: none"> • The outside professional may work with your child to understand their needs and make recommendations, which may include; <ul style="list-style-type: none"> * Making changes to the way your child is supported in class e.g. changing some aspects of teaching to support them better * Support to set targets which will include their specific expertise * A group or individual work led by the outside professional (or by school staff under the guidance of the outside professional) <p>The school will tell you how support will be used and what strategies may be put into place.</p>	
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What happens for children whose learning needs are severe and complex?

<p>This is usually detailed via an Education, Health and Care Plan; EHCP This means your child will have been identified as needing a particularly high level of support or provision which cannot be provided from the resources normally available in the school. Your child may need specialist support in school from a professional outside the school.</p>	<ul style="list-style-type: none"> • The school or you as a parent can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find out more about this by following this link: https://familyserviceshub.havering.gov.uk/kb5/havering/directory/advice.page?id=F6OtOGmE4rk&localofferchannel=0 • The local authority will get information from school and from you. They then decide whether they think your child's needs seem complex enough to need statutory assessment. If this is the case, they will ask you and all professionals working with your child, to write a report outlining your child's needs. If they do not think your child needs this they will ask the school to continue with the support currently available. • After all the reports have been sent in, the local authority will decide if your child's needs are severe and complex. If this is the case they will write an Education, Health and Care Plan (EHCP). • The EHCP will outline the support your child should receive and what strategies should be put into place.
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Adaptations to the curriculum and learning environment

<p>We make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> • Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. • Adapting our resources and staffing • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. • Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
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Additional support for learning

- We have teaching assistants who are trained to deliver interventions such as Rapid Phonics, Colourful Semantics, and social stories.
- Teaching or learning support assistants may support pupils through 1:1 interventions or as part of a group.
- Those children with an EHCP or who may require a high level of support e.g. those who need significant variations the school time will have 1:1 support

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologist
- CAHMS
- Speech and Language team
- Child and family support team
- Learning support service (visual, hearing and other physical impairment)
- Behaviour support Educational welfare officers
- School nurse
- 5-19 CAD team

Staff have regular CPD. Some examples of training received are:

- SENDco has the NASENco accreditation
- Colourful Semantics
- LEGO therapy
- PECS
- First aid
- Medical training e.g., first aid, epi-pen awareness
- Social stories

Securing equipment and facilities

If a child needs specialised equipment and facilities e.g. changing tables, hearing aid equipment, large sized print books etc. then arrangements will be made to secure them from the local authority or for them to be purchased.

School accessibility

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Ramps to make the site accessible to all.
- Toilet adapted for disabled users.
- An up to date Accessibility Plan.



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Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil profiles
- Monitoring by the SENDco and Senior Leadership Team
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Support for improving emotional and social development

Nelmes provides a happy, safe and secure environment for your child. Where children may have additional needs some additional provision may need to be put in place for example:

- Members of staff are readily available to discuss concerns
- Staff training
- Health Care Plan
- IEP
- Additional support based on the area of need
- School's relationship programme
- Assemblies
- Opportunities to speak a member of staff at a weekly drop in session

Pupils with medical needs:

- If a pupil has a medical need then a detailed Health Care Plan is compiled by the school nurse in consultation with parents/carers and SENDCO. These are discussed with all staff who are involved with the pupil and a photo of the child is displayed in the staff room, teacher's lounge and classrooms to ensure all staff are aware.
- As necessary, and in agreement with parents/carers, medicines are administered in school where a signed permission form is in place. Parents may come into school to administer antibiotics following discussion with the office staff.
- Intimate plans are drawn up for children who require this.
- Staff receive epi-pen awareness updates delivered by the school nurse
- Staff are also trained in other specialist medical conditions e.g. Diabetes and epilepsy as necessary
- The school has a programme for training all staff in basic first aid
- The school ensures that at least one member of staff is a paediatric first aider.



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Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Nelmes Primary is an inclusive school. Activities and trips are available to all. We endeavour to make reasonable adjustments to ensure that your child is able to participate in all school activities, if it is safe for them to do so. This will include (if needed):

- Risk assessments
- Health Care Plan
- 1:1 support
- Staff training
- Pre-visits
- Suitable transport

Supporting pupils moving between phases and preparing for adulthood

On entry

- Parent/carers are invited to a meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- Reception staff visit children in their pre-school setting prior to starting school in September. Where concerns are raised, the SENDco may visit the setting and a Person Centred Review meeting will be held. In some circumstances individual arrangements may be made for starting school, such as shorter hours.
- There is an opportunity for children to visit the school with their parent/carer.
- Children start mornings only before starting full time. In exceptional circumstances, if parents, or teachers, feel a child is not ready for full time school, they can remain part time.

Mid-year transition

- Currently we offer children a tour of the school with their parent/carer.
Introduce children to their new teacher and other key members of staff and show them where they will put their coats etc.
- Agree the start date. In certain circumstances, such as the child not having attended school before or if a learning support assistant needs to be employed, special starting arrangements may be agreed.
- The school will liaise with the receiving school regarding any child leaving mid-year.

Transfer to secondary school

- Secondary school staff visit pupils prior to them joining their new school.

Where a pupil may have more specialised needs, a separate meeting (PCR) may be arranged with Miss Hodges, class teacher, the secondary SENDco, the parents/carers and where appropriate, the pupils. At the meeting it may be decided that a more detailed programme of induction may be needed.



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Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDco or Headteacher in the first instance. They will then be referred to the school's complaints policy. If you wish to discuss your child's educational needs or are unhappy about something regarding your child's education please contact one of the following:

- Your child's class teacher
- Miss Hodges (SENDco)
- Mrs Cooper (Headteacher)

You can contact the school on (01708) 447676 or come to the school office to make an appointment.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Outlined below are examples of support available through the school and Local Authority offer.

Schools Local Offer	Universal	<p>Quality first teaching</p> <ul style="list-style-type: none"> • Learning mentors (peer and staff) • Broad and balanced curriculum, appropriately differentiated to meet with needs of individuals • Home school communication
	Additional	<ul style="list-style-type: none"> • Access to a Learning Support Assistant in identified lessons • Enhanced support at break and lunchtimes, including group supervision and structured activities. • Differentiated curriculum • Literacy booster group • Numeracy booster group • Supported reading • Individualised spelling programmes • Self-esteem and self-confidence programmes • Positive behaviour programmes • Enhanced home school communication
	Exceptional	<ul style="list-style-type: none"> • Adapted environment inclusion of specialist equipment • Highly modified curriculum • Individualised programmes, working towards independence



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<p>Local Authority Local Offer</p>	<p>The local authority publishes a Local Offer, setting out in one place information about provision available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.</p> <p>The Local Offer provides clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and can be found on the Havering website at www.havering.gov.uk/directory.</p>
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