

Nutfield Church C of E Primary School



SEND Information Report 2018/2019

At Nutfield Church (C of E) Primary School we are committed to providing our children with every opportunity to achieve the highest standards, regardless of their age, gender, ethnicity, attainment or background. Our school is an inclusive school. This commitment to educational inclusion is an integral part of every aspect of the school's policy and practice. We aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEN and Inclusion policy describes our philosophy in relation to Special Educational Needs and Disability.

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she 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.

These learning difficulties can be grouped into four categories:

Cognition and Learning – including moderate learning difficulties and specific learning difficulties such as dyslexia, dyspraxia.

Communication and Interaction – including autistic spectrum condition, Asperger's Syndrome, selective mutism, speech and language difficulties.

Sensory and Physical – including hearing impairment, sensory processing difficulties, epilepsy.

Social, Emotional and Mental Health – including ADHD, Anxiety, trauma.

The SENCO is responsible for the day to day overseeing of SEN policy and the coordination of specific provision made to support individual children with SEN. The SENCO will liaise with other staff and senior leadership to monitor the progress of individuals and groups and support class teachers in planning further interventions where necessary. Where appropriate, the SENCO will also liaise with a wide range of external agencies who can provide more specialised advice.

Our SENCO is Miss Millie Johnston.

At Nutfield Church, our SENCO works within a wider Inclusion team. This comprises the Deputy Headteacher and Inclusion lead, Mrs Anna Benjamin as well as the Learning Mentor, Mrs Loraine Bainbridge, and is overseen by the Headteacher, Miss Imogen Woods. Together, the team ensures staff are trained each year on the needs of new pupils joining the school – this can include training from specialist agencies or consultants. The SENCO works closely with the senior leadership team and inclusion team to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our children. SEN training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of our children. The school works closely with outside experts to provide effective training opportunities, including INSET days.

How does the school know if pupils need extra help?

At Nutfield Church Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with a previous school or pre-school setting
- Child performing below the expected standard for their age
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of standardised assessment
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

We track the progress of all our learners and regularly discuss any concerns as well as celebrate achievement. We have systems in place to use data to support tracking effectively. If we consider a child may have an additional need, parents are always informed and will be involved in discussion to plan the next steps to meet the needs of the individual child.

Progress in areas other than attainment is also considered e.g. where a child needs additional support to socialise in order to be fully integrated into school life or make a successful transition to our school or into secondary school.

What should I do if I think my child may have special educational needs?

Talk to us! Contact your child's class teacher about your concerns initially. If you feel it necessary, ask to arrange an appointment with the SENCo or Deputy Headteacher. Appointments can be arranged in person, by phone or by emailing the school office: infor@.

How will school staff support my child?

We liaise with feeder Early Years settings and, where appropriate, we identify needs and share information. We always seek to match provision to need. We closely monitor the impact of interventions through regular meetings and the tracking of pupil progress. The Inclusion leader and SENCo work together to ensure interventions are in place and effective and the Headteacher updates the Governing body in her termly report. It is the responsibility of all teachers to make reasonable adjustments to their plans to cater for the special needs of the children within their classes on a daily basis and to ensure appropriate progress is being made. Teaching and learning, which includes planning, is monitored frequently by members of the middle and senior leadership teams.

Pupils' needs can be met in school using a range of strategies, depending on the type and level of individual need:

class teacher support

teaching assistant support

task differentiation

discreet group support (both in and outside of classes)

one-to-one support where applicable.

The curriculum will be adapted and differentiated wherever possible so pupils are able to access learning according to their level of need. This is dependent on the individual child's specific requirements, and in some cases, the level of funding available to support the child. We use Pathway Plans to identify specific personal targets. These targets must be manageable targets designed by the class teacher in conjunction with the inclusion team and may be shared with the child. Targets are reviewed termly and these reviews help the class teacher and Inclusion team to decide whether a child is achieving sufficient progress or whether additional support, perhaps including a referral to an external agency, or in extreme cases, an application for an EHCP may be required.

How will I know how my child is doing and how will you help me to support my child's learning?

The class teacher will meet with you formally on at least a termly basis at Parents' Evenings in order to discuss your child's progress and the support that they are receiving. We offer optional, longer meetings for the parents of children with additional needs, which are generally arranged outside of the week of Parents' Evening to allow extra time to discuss individual cases and share current targets and achievements, for you to ask questions and for advice on how you can help your child at home. In addition to this, class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange a meeting. Pathway Plan targets will be shared with you and your child (where appropriate) termly. Additionally, we hold events, such as Phonics and Grammar workshops to inform parents and help families understand how they can best support their child at home.

What support will there be for my child's overall wellbeing?

The wellbeing of every child is the key priority of our school. All our staff are regularly trained to provide a high standard of pastoral support. Our Learning Mentor provides emotion wellbeing support for vulnerable children. Relevant staff are trained to support medical needs. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and implemented by all staff. We use a restorative approach and staff are trained in this. Our Home School Links Worker regularly monitors attendance and takes the necessary actions to prevent prolonged unauthorised absence.

What specialist services and expertise are available at or accessed by the school?

Our staff receive regular training and our teachers are fully qualified. We encourage staff to continually update their skills and knowledge. We have a number of established relationships with specialist teachers and professionals in health and social care. As a school, we work closely with any external agencies that we feel are relevant to supporting the needs of an individual within our school including: Primary Behaviour Service, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists and Children's Services, comprising Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

What training have the staff supporting children with SEND had or going to have?

Our Inclusion Leader is an experienced qualified teacher. She ensures our staff are updated on all matters pertaining to special educational needs and disability through a planned programme of continuing professional development, this includes training from external agencies, such as dyslexia awareness delivered by Surrey Learning Language Team or mental health awareness training delivered by CAMHS.

How will my child be included in activities outside the classroom including school trips?

Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. We expect all our children to attend trips and residential visits and work hard to ensure this is the case wherever possible. It may be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

How accessible is the school environment?

Our Accessibility Plan is robust and we are mindful of the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

How will Nutfield Church prepare and support my child to join the school or transfer to a secondary school?

We have robust Induction and Transition programmes in place for welcoming new learners to our setting. Bespoke programmes are developed for our children and young people with special needs. Our Provision Management systems record what aspects of our environment help individual children to learn and this information is passed on in transition. We have very good relationships with all our feeder settings at both pre-school and secondary level. Transition meetings are arranged for Key Stage 2 children and their parents to make informed decisions and to prepare for the next stage of their education. This is to ensure a smooth transition for both children and parents. Any issues will be discussed and support will be amended where appropriate. It is our aim to equip children effectively for later life by helping them to become as independent as possible in both the short and long term.

How are the school's resources allocated and matched to children's special educational needs?

In consultation with our Bursar we are made aware of our budgets and funding is allocated to need. We seek to ensure value for money, so all interventions are costed and evaluated.

How is the decision made about what type and how much support my child will receive?

In response to feedback from external agencies, data tracking and working with the learner, their families and other staff, the SEN team considers a variety of options for suitable provision before deciding on a course of action. All interventions are monitored for impact and outcomes are defined at the start of any intervention.

How are parents involved in the school? How can I be involved?

We regularly involve parents and families in discussions about their child's learning, needs and aspirations. We seek and welcome feedback at every opportunity. We also have an active PTFA and encourage our parents to involve themselves in every aspect of our school. Our Governing Body includes Parent Governors.

Who can I contact for further information?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCo or Inclusion Leader, or by emailing the school office: info@nutfield.surreys.sch.uk

Further information can be found through the Surrey Parent Partnership who offer impartial and independent advice and support parents of children with SEN, see their website:

<http://www.surreyparentpartnership.org.uk> or contact: spp@surreycc.gov.uk or 01737 737300

Local Authority's Local Offer: <https://www.surreysendlo.co.uk>

Surrey's Local Offer contains information about services related to special educational needs, disabilities, education and more.

To access all information, visit www.surreysendlo.co.uk www.sendadvice.surrey.org.uk

Surrey SEND Information, Advice and Support Service (SSIASS) provide confidential, impartial and independent information, advice and support for young people and parents/carers of children and with special educational needs or a disability (SEND) aged 0 to 25.