

Nursery Hill Primary School

Ansley Common

Nuneaton



SEND Local Offer

Information Regarding Arrangements for Identifying, Assessing and Provision Provided for Pupils with Special Educational Needs at Nursery Hill Primary School.

As from September 2014, there was a new Special Educational Needs and Disability Code of Practice that deals with children's special educational needs from 0-25 years. As part of this Code of Practice the Local Authority must publish a 'Local Offer', setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled. In addition to this all schools within the Local Authority have to publish information and provision that is available at their schools.

The following document outlines the information and Provision that will be available for children attending Nursery Hill Primary School who have additional Special Educational Needs or a Disability.

OPEN AND HONEST COMMUNICATION

We have a member of staff called the Inclusion Leader or Special Needs Coordinator (SENCo) who will explain everything to you and make sure you understand what is happening. The SENCo will make sure that all necessary school staff are aware of your child's needs and worries. Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child will also be able to give their views. If we think your child needs extra support we will always talk to you about this. We will make all the information we need to share with you clear and easy to understand.

Raising a Concern

- In the first instance if you have concerns about your child raise it with the class teacher. They are available to speak to at the end of the school day. If they cannot resolve the problem, they will then pass any concerns to the SENCo.
- The Inclusion lead in school is available to speak to you if you have any concern regarding your child's additional needs.
- If you wish to speak to her regarding your child please ask at the office to make an appointment or to arrange a telephone conversation. You can also email the team at admin2001@welearn365.com
- The Inclusion Lead will advise you on the support services available to you, both locally and nationally.
- It is recommended that you contact your GP to discuss any concerns you may have about your child's needs and to seek medical support, guidance and assessments if appropriate.
- You can also raise a concern with our Special Educational Needs (SEN) governor which is Karen Barbar. Karen regularly liaises with the Inclusion leader to ensure that the governors are informed about the provision, progress, attainment and well being of our children with SEN. Any reports are confidential and individual children are not discussed.

At Nursery Hill Primary School we will work in partnership with you to identify the needs of your child and put in place the correct support including family support if you need this. Sometimes we may need to ask your permission to involve other qualified professionals to support your child. The school will involve you in all decisions and will listen to your views. The school will try to involve your child in decisions about his/her learning. We will be happy to give you contact details for organisations who can give you and your child advice and support.

School Governors

- The governing body has a duty to ensure that the school adheres to the new Code of Practice under the Children and Families Act 2014. This means the school governors hold the Head Teacher and SENDCo to account. The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils.

Identifying and Assessing Your Child's Needs

- Once a concern has been raised and needs identified, the Inclusion Lead will make sure that all adults working with your child are made aware of your child's additional needs and the strategies that have been put into place.
- If your child needs additional support your child will have Individual education targets written by the class teacher in consultation with the Inclusion Lead and any outside agency involved with your child.
- We will make sure that these targets and all the information we share with you are clear and easy to understand.
- Regular meetings will be held where you can discuss your child's progress.

Progress of children with Special Educational Needs

- Where additional support is required, an individual plan will be put into place to support your child. You will be given a copy of this plan and will be kept informed of progress made.
- The ongoing needs of your child will be regularly monitored and reviewed by carrying out observations in class and looking at your child's work. We will use our data tracking system to look at progress over each half term. We will monitor all interventions put into place to ensure they are being effective.
- Progress of targets will be discussed regularly with your child and we will involve them in decisions about their learning.
- Assessments and Pupil progress meetings take place half termly.
- You will be invited to review meetings to assess the progress made and the effectiveness of the plan. The school will involve you in all decisions and listen to your views.

Outside Agency Involvement

- If after a period of support if there is still a concern additional advice and support will be sought from outside agencies. Parental permission will always be sought before outside agencies are involved. If you would like more information about the role of the outside agency, arrangements can be made for you to meet with the professional from the agency and discuss any questions you may have. Agencies we are currently involved with include the following:-
- Specialist Support Services (STS)
- Educational Psychology (EP)
- Speech and Language Therapy (SaLT)
- School Nurse Service

APPROPRIATE AND EFFECTIVE TEACHING AND LEARNING

At Nursery Hill Primary School we will ensure that all staff receives appropriate training to ensure that they have the knowledge and confidence to support children's learning. Teaching and support staff will be able to accurately assess the level the children are working at and differentiate the curriculum according to their needs. A range of resources will be available in all learning areas to support children operating at different levels. The school will provide support and resources for all children with additional needs.

Staff Training

- Staff meetings take place on a weekly basis at which a range of subjects and strategies are covered to ensure staff are up to date with the latest methods and knowledge. These meetings are delivered by subject leaders within school or from outside agencies with specific expertise.
- The Inclusion leader is also available to talk to staff during the school day to deal with any concerns and provide advice as appropriate.
- Learning walks carried out by the Senior Leadership Team take place regularly to ensure that quality first teaching is taking place. Following these learning walks findings are acted upon and support is implemented.

Assessment

- At Nursery Hill Primary School we use a variety of assessment tools to help us identify the level that the children are working at. This includes the following:- baseline assessment on entry, observations, use of the SEN Audit criteria to support with English and maths, observations, looking at children's work in books, moderation of work, informal and formal testing half termly meetings with parents for background information and liaising with previous schools where appropriate.
- We also call on outside agencies to carry out assessments where appropriate.
- Following assessments, additional support if needed will then be put into place. This support can take many different forms- in class interventions, differentiated tasks and resources, small group interventions, 1-1 tuition, nurture support, counselling, and where needed support from outside agencies such as STS, SaLT or the Educational Psychologist.

General Resources

- A range of resources covering all curriculum areas is available in school to support children operating at different levels.
- Where necessary equipment has been purchased to support those children with specific needs.
- All classes are allocated a Teaching assistant who receive specific training and is able to support children appropriately in class. The TA will work with a guided group for each lesson. The class teacher also works with identified children for each lesson. During the course of the week all children will have received guided support from both the class teacher and the Teaching assistant.
- We believe that quality first teaching is the most important way of ensuring that pupils make progress. Where additional support is needed a range of strategies are used to support children with SEN. These include:- Small group interventions, 1-1 support, adapted tasks and resources, precision teaching, structured peer tutoring.
- We have a variety of ICT equipment that supports children with their learning including programmes to support children with additional needs.
- We arrange a number of school visits during the year for each class. These trips help to enrich and enhance the learning within the classroom and broaden children's understanding.
- Nursery Hill Primary School is an inclusive school and children are included in the trips with careful risk assessments being carried out for each trip. Where appropriate additional support is put into place for those children.
- We also offer a range of after school activities and ensure that arrangements are in place to enable pupils with SEND to attend.
- Seating and grouping of children within the classroom is carefully arranged to ensure that children get the most out of their learning experience. Where necessary additional resources have been purchased to support children with their posture within the classroom.
- Teachers use working walls that model the processes for English and maths within the classroom which enable the children to become independent learners.
- There are a variety of support displays in each classroom

Children with Emotional, Social or Communication Difficulties

- School will provide support for those children who have difficulty managing their behaviour or who need support with developing their social skills and communication needs. This support will include observations from Support Services. Following observations, meetings will be held with the class teacher and strategies suggested and implemented within the classroom. The impact of these interventions will be monitored carefully by both the Inclusion leader and the outside agency involved.
- There may also be a need for additional support through our Nurture Group which operates for those children in years 1-3.
- We also run additional programmes such as Drawing and Talking Therapy which all TA's have received training.
- School will also ensure that staff working with children with the above needs have up to date training in methods and strategies that will be needed to support appropriately.
- We have a positive behaviour strategy in place across the school. This ensures consistency in each class. Rewards assemblies are held half termly.
- Single desks are available to support those children who need to work alone on occasions.
- All children with additional needs will have individual target plans that will outline the support involved in order for targets to be met
- Specified staff have been trained in Team Teach which ensures that they are skilled in calming potentially volatile situations.
- All staff have been trained in General Autism Awareness.

- We use visual timetables in class for those children who find changes in routine difficult
- Transition booklets are also created at the end of the school year in readiness for the child's new class or school. We also arrange visits to the new class or school to familiarise pupils with their new setting.

Children with Cognitive (Learning) Difficulties

- Those children with learning difficulties will receive additional support. This support will include adapting tasks to ensure that the pupil can achieve, providing additional resources, setting up of individual targets plans, additional intervention in class or through booster support either as part of a small group or individual teaching, involvement from outside agencies such as STS or the Educational Psychologist. Progress will be monitored regularly.

Children with Sensory and/or Physical difficulties

- For those children with sensory and/or physical difficulties we will ensure that appropriate external agencies are consulted for advice and support.
- Where possible we will make adjustments to the environment and purchase specialist equipment where necessary to ensure that your child has the appropriate support and equipment to access all the opportunities available to their peers.

Information about Warwickshire County Council Local offer can be found at-

<https://www.warwickshire.gov.uk/send>