

SEND Information Report 2022 – 2023

Linby cum Papplewick C of E Primary School

Linby cum Papplewick C of E Primary School's vision and aims:

“Love Life. Love Learning. Grow in Faith”

At Linby cum Papplewick C of E Primary School, all children have the chance to achieve and aspire in our inclusive environment that supports their needs, promotes high standards and fulfills their God-given potential. This should enable them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into the next phase of their lives. We are committed to providing for each pupil the best possible learning experiences.

Our school's approach to supporting pupils with SEND:

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To ensure that children with a special educational need or disability are educated alongside other children at their own pace and level.
- To recognise the individual strengths of all children and to develop the knowledge, skills and understanding which will enable children to reach their full potential.
- To develop self-respect and value for all in a caring and safe environment.
- To encourage children to be actively involved in discussions about their needs and to take their views into account when making decisions.
- To work in partnership with parents, recognising their right to be kept informed of their child's progress and taking their views into account when making provision for their child.
- To enable children to become confident and responsible members of society.

Objectives

- **Identify the needs of pupils with SEND as early as possible.**

This is most effectively done by gathering information from parents, education, health and care services and preschool settings prior to the child's entry into school. Links will be made with families and preschools via the school's Early Years Team and/or the SENDCO (Special Educational Needs and Disabilities Coordinator).

- **Monitor the progress of all pupils**

In order to aid the identification of pupils with SEND, continuous monitoring of those pupils with SEND by their class teachers will help to ensure that they are able to reach their full potential.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.**

This will be co-ordinated by the SENDCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents**

To gain a better understanding of their child, and involve them in all stages of their child's education. This includes regular structured conversations or multi-agency meetings for children on the register, supporting parents in terms of understanding SEND procedures and practices, providing information on the provisions for pupils within the school as a whole and the effectiveness of the SEND policy and the school's SEND work. Parents are supported with any issues that may be affecting their child and signposted to suitable services where appropriate.

- **Work with and in support of outside agencies**

When a pupil's needs cannot be met by school alone or a child makes little or no progress despite intervention, we may seek advice and guidance from external support services.

- **Create a school environment where pupils feel safe to voice their opinions of their own needs.**

This means providing regular opportunities for children with SEND to meet with their class teachers using 'child friendly' questionnaires or informal chats to gain 'pupil voice'. These will be carried out prior to structured conversations or multi-agency meetings. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life, e.g. the school council, extra-curricular clubs and activities.

Responsibility for the co-ordination of SEND provision

- **Executive Head Teacher:** Miss S Barratt
- **Heads of School:** Mrs R Hodge and Miss N Murray
- **SENDCo:** Miss E McGregor-Brown
- **Head of Governing Body:**

Contact details: office@linby.notts.sch.uk

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Catering for different kinds of SEND:

A child has SEND if they have a learning difference or disability which calls for special educational provision to be made for them. A child has a learning difference or disability if they display one or more of the following:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities provided for others of the same age in mainstream schools

We recognise and cater for the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

CPD

The school recognises the importance of CPD training for staff in relation to Special Educational Needs. Training is provided for all school staff as necessary, including teachers, TAs and midday supervisors. This may be whole school training or key members of staff attending training sessions and subsequently disseminating the information within school. SEND governors are invited to attend these meetings. Training opportunities are matched to school development priorities.

All staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. Recent or ongoing training includes:

- Controlling Risky Behaviours
- ELSA
- Building resilience in child and those who support them.
- Using mindfulness with children and young people
- Understanding and working with anxiety in children and young people

There are seven teaching assistants at Linby cum Papplewick C of E Primary School, who are deployed throughout school and work under the direction of class teachers. They provide support for pupils within the classroom under the direction of the class teacher and 1:1 or small group interventions outside of the classroom. They also provide 1:1 support for pupils with more complex special educational needs.

Identifying and assessing pupils with SEND

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

If there are any concerns that a child has a special educational need, it may be raised by class teachers, parents and pupils. Class teachers, supported by the senior leadership team, identify pupils making less than expected academic progress; this may include progress in other areas – for instance, social and emotional development. This can be categorised by progress which:

- 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

Any pupils who are falling significantly outside of the range of expected academic achievement, in line with predicted performance indicators and grade boundaries, will be monitored. Once a pupil has been identified as possibly having SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. These will be recorded using the Initial Concerns form which will be given to the SENDCo. The SENDCo will be consulted, as needed, for support and advice and may observe the pupil in class. Parents will be fully informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

Linby cum Papplewick C of E Primary School's Graduated Approach

Provision for children with SEND will be regularly monitored, reviewed and adapted in a number of ways:

- A Pupil Provision Map is created for every child once they are added to the SEND Register, this is reviewed termly and provides the team around the child with strategies, provision, targets, data, key information about the child and their needs, which external professionals are involved and their progress.
- Structured Conversations, where by the parents/carers, professionals involved, the class teacher and when needed the SENDCO meet together to discuss their child's needs, provisions, clear goals and targets, strengths and areas of support.
- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- Making use of all class facilities and space, including outdoor space where appropriate
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Any decision to provide group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Consulting with parents and pupils

Parents are kept up to date with their child's progress through Structured Conversations and annual reports. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service or other local support groups where specific advice, guidance and support may be required.

Meetings may be arranged with the Class Teacher and if needed the SENDCO if any child has been brought to our attention as a concern. We support parents and pupils in completing the Concerning Behaviours Pathway and liaise with Pediatricians and Small Steps/ Family Action practitioners. Some of our pupils are supported by the process of an Early Help Assessment Form (EHAF). We carefully monitor the severity of need and enlist support through the Local Offer and outside agencies and support pupils who require an Education, Health and Care (EHC) plan. We endeavour to support parents and pupils through any new process, asking their views and considering their child's needs carefully.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Equipment and Specialist Equipment

There are specialist toileting facilities in school. As with any aspect of SEND, it is our duty to ensure that all children have full access to the facilities and equipment they need. We have acquired inclusive technology equipment for pupils with physical and sensory needs and work with the Physical Disability Specialist Services (PDSS) who help to provide support and guidance for pupils with significant physical needs. Once assessed, they can offer additional support or equipment if it is required.

The Local Offer

Support is available to parents through Nottinghamshire's Local Offer. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

The SEND Local Offer includes information about public services across education, health and social care as well as those provided by the private, voluntary and community sectors.

www.nottinghamshire.sendlocaloffer.org.uk

Further support for parents and carers of children with special educational needs and disabilities is available through Nottinghamshire's free, confidential information, advice and support service, 'Ask Us.'

This service provides impartial advice, information and support across education, health and social care issues. Children and young people with SEND can also use the service.

<https://askusnotts.org.uk>

Involving key stakeholders.

Linby cum Papplewick C of E Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN.

There are Structured Conversations to discuss the support required. The SENDCo is the designated person responsible for liaising with the following:

- Education Psychology Service
- SBAP/Behaviour Support Service
- Social Care
- Speech and Language Service

- Schools and Families Support Services
- Specialist Outreach Services
- Community Pediatrician
- Physical Disability Support Service
- Occupational Therapists

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Funding for SEND

All pupils with SEND will be supported by Element 1 and 2 of our school's budget, which equates to £6,000 per year. Some pupils with SEND may require additional funding. This additional funding may come from a budget which is devolved to and moderated by the Family of Schools (National Family). For those with the most complex needs, additional funding is retained by the Local Authority. The Family SENCDO, Rachel Hazeldine, will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this Higher Level Need funding (HLN).

Transition support

At Linby cum Papplewick C of E Primary, we recognise that transitioning can be difficult for a child, especially a child with SEND. We take steps to ensure that any transition is as smooth and successful as possible. Our Foundation Stage team, work closely with local childcare providers to ensure that we have as much information as possible about our youngest pupils when they join our school. When transitions take place within school, such as moving to a new class, there are various procedures in place to ensure all our children integrate well into their new learning environment. Transition meetings are built into the school calendar where information about the child will be shared with their new teacher

As pupils move from KS2 to KS3, Year 6 teachers liaise with the secondary school's SENDCo and Year 7 colleagues to discuss the SEND pupils who will be transferred. Detailed records are passed on to the school including children's pupil profiles, which capture the child's needs, provision requirements and their strengths.

When children with SEND transfer to The National Academy or any other secondary school, key staff are invited to attend review meetings up to a year in advance. Children are offered enhanced visits and/or staff from their new school may carry out some sessions at our school first. If required, additional visits can be arranged for SEND pupils to visit their chosen secondary school with TAs. Parents are encouraged to meet with the secondary school's SENDCo to discuss any concerns.

Supporting social and emotional development

Children's happiness is key to their learning. Therefore, it is essential that the class teacher knows if there is anything worrying your child, whether at home or school. We can provide extra support around issues such as friendships, self-esteem and bereavement. We would, of course, talk to you if any of this support may be necessary, even if for a short time.

We aim to establish well-being provision which raises all pupils' self-esteem:

- Communicate a sense of importance; praising children for making the right choices
- Celebrate differences, promoting examples of individuals who have achieved despite their learning difficulties

- Restorative Practice whole school approach
- Ensure successful experiences for all children
- Emphasising children's responsibility through providing choices
- Display and celebrate children's outcomes
- Pastoral support for children with special educational needs, medical conditions and disabilities and mental health
- Provide space and time for spiritual growth

Our SENDCo and TAs liaise with speech and language therapists and provide in school support for pupils' communication and interaction needs across the school. We have a sensory room and our trained Emotional Literacy Support Assistant to support vulnerable pupils

School trips and activities

When planning for activities outside the classroom, teachers will give due thought to the needs of SEND pupils. Sites for school visits are carefully chosen to ensure that all pupils, including those with physical disabilities, can attend. A risk assessment will be undertaken and reasonable adjustments made in relation to transport arrangements, toileting facilities, medical/sensory needs and other access arrangements. Often, there will be a pre-visit made by teaching staff/SENDCo to ensure arrangements will meet the needs of the young person and parent/carers will be consulted.

Evaluating effectiveness

The effectiveness of SEND provision at Linby cum Papplewick C of E Primary is analysed as part of the school quality assurance cycle by the Executive Head Teacher, our two Heads of School and our SEND governor. The views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes are discussed at Structured Conversations and gained through parent and pupil voice.

The progress of pupils with special educational needs is monitored termly through Structured Conversations, Initial Concern meetings and regular communication between the SENDCo and class teachers. We use a variety of indicators to measure the progress that ~~the~~ make, including teacher assessment, evidence in books, standardised assessments and progress against individual targets displayed on their pupil profiles. Progress data will be shared with the Head Teacher, SLT and Governing body and will be judged by external moderators such as Ofsted.

Handling complaints

We welcome feedback from parents. There may be occasions when parents have concerns regarding the support their child is receiving. In the first instance, parents should speak directly to their child's class teacher and/or the SENDCo. If issues cannot be resolved with class teachers or the SENDCo, they should be directed to the Heads of School, who will inform the parents of their statutory rights if matters remain unresolved.