

NELSON PRIMARY SCHOOL
SEN Information Report
March 2016

Nelson Primary School is committed to inclusive education as articulated in the SEN and Disability Act 2001, the Children and Families Act 2014 and the SEN Code of Practice 2014. In accordance with the Children and Families Act 2014 we are required to publish clearly accessible information on our school's provision for children with special educational needs. Our SEN Information Report and Local Offer have been written in line with DfE (Department for Education) and local authority guidelines.

At Nelson Primary School we endeavour to meet the needs of all children, including those who experience barriers to their learning. Whilst acknowledging that pupils learn at different rates, we recognise there are many factors affecting achievement. We aim to identify needs as they arise and provide teaching and learning contexts which will enable every child to reach their full potential.

The SEN Code of Practice (2014)

The revised Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN. The main aim of the revised Code is to improve the outcomes for children and young people with special educational needs and/or disabilities throughout their formal education and into adult life. There is now a greater emphasis on the participation of children, young people and their parents in the decision-making process in relation to their needs. The Code of Practice 2014 emphasises the need for agencies including education, health and social care to work together. The previous multi-tiered system in SEN provision is now a more graduated needs-based approach. For children and young people with more complex needs an integrated multi-disciplinary assessment process and the 0-25 Education, Health and Care Plan (EHC Plan) has replaced Statements of Special Educational Needs and Learning Difficulty Assessments (LDAs). The statutory process of deciding whether a child or young person requires an EHC plan remains the same as that for a Statement under the Education Act 1996.

Many children and young people who have SEN may also have a disability as defined by the Equality Act 2010. However, although there is a significant overlap between children with medical conditions and those with SEN not all children with disabilities have SEN. The revised Code of Practice now requires schools to ensure that children with sensory impairments such as those affecting sight or hearing, and long-term health conditions are

included in the refined definition of SEN and receive support and an EHC plan where appropriate.

How we know if a child has Special Educational Needs

Prior to Admission

We have a comprehensive admissions process. For pupils admitted at the start of Early Years Foundation Stage (EYFS) we offer a parents' meeting, conduct a home visit and discuss the child with professionals from the previous/current Early Years settings. Where a Special Educational Need or disability is identified we may also offer individual parent/carer meetings, transition visits, transition reviews with other professionals, personalised transition booklets and/or staggered entry to school. We are then able to make preparations based on the information we receive.

For children arriving mid-phase our admission process includes an interview for the child and parent/carer with a member of the Leadership team and a Pastoral Support Worker. At these meetings there is a sharing of personal details and information about the child and his or her family. Wherever possible, the child's previous school is contacted to ensure a continuum of child and family support. Information collected is shared with the class teacher.

Before the start of the Reception Year, a Special Needs Advisory Panel (SNAP) identifies two children with a primary need of Severe and Specific Language Disorder who may benefit from intensive speech and language therapy. They are offered places in our Resourced Provision which is subject to annual review.

Post Admission

Following admission, the Pastoral Support Worker will identify a Peer Mentor to support the child, particularly in the playground. The Pastoral Support Worker will have at least two meetings with the child to check s/he has settled and has no concerns. Any issues raised at this time are discussed with the class teacher and SENCO.

There are a number of ways in which a child's individual needs are highlighted; a member of staff may raise a concern with a SENCO at any time or the class teacher may discuss a child's difficulties or insufficient progress during regular Pupil Progress Meetings. In addition parents/carers may approach either the class teacher or a SENCO to share concerns about their child.

How we support children with special educational needs

(See Provision Map)

All pupils receive quality first teaching, although this may be differentiated to ensure they have access to all learning opportunities. Through a range of intervention programmes, pupils identified as having a special educational need are provided with additional support. Children with specific literacy difficulties or moderate learning difficulties will also be provided with intervention programmes aimed at developing key skills and accelerating progress. Our intervention programmes may be provided for groups of pupils with shared difficulties or for individual pupils.

Decisions regarding the levels of support that will be provided to all children with special educational needs will be taken by the SENCOs in consultation with supporting agencies, class teachers, phase leaders, Pastoral Support Workers and our Family Support Worker.

School will sometimes request advice and/or support from other professionals in order to meet the additional needs of particular pupils. External services include Speech and Language Therapy, Occupational Therapy, Physiotherapy, Educational Psychology, Child and Family Consultation Service, Behaviour Support Service, Development Advisory Centre and Child Development Centre. Where programmes are provided by outside agencies, these will be implemented in school after discussion with parents/carers.

A relatively small proportion of our pupils have more severe disabilities. These children will receive a higher level of support, including the use of a range of resources and strategies. For children with an exceptionally high level of need, that cannot be met through the school's delegated budget, we may apply to the Local Authority for High Needs Funding (HNF) in order to fully meet their needs. The provision and funding is reviewed annually through a meeting with parents and key professionals and, where possible, the views of the child are taken into account.

Pupils with HNF, or those receiving high levels of additional support, will have individual targets that are set out in an Individual Education Plan (IEP) that is monitored and reviewed at least twice yearly. The IEP is written by the SENCOs in collaboration with supporting agencies, teachers and teaching assistants. IEPs are shared with parents/carers and the child, where appropriate. Teaching Assistants keep records detailing the support they provide and the children's attainments and progress. These records are regularly shared with the class teacher and SENCOs.

Where pupils have less severe speech and language difficulties, their needs may be met through Mainstream Language programmes. These are delivered by trained teaching assistants and monitored by SENCOs and Speech and Language Therapists.

The school currently employs three Pastoral Support Workers to work with our more vulnerable pupils including those who have suffered bereavement or trauma. The Pastoral Support Workers are trained to use a range of strategies including those aimed at improving motivation, self-esteem, resilience and anger management. They are also trained to deliver specific programmes including 'Talking and Drawing' and 'Therapeutic Story Group'.

We evaluate the effectiveness of our SEN provision alongside our quality first teaching. Our most recent detailed analysis in RAISEonline 2016 showed:

The number of children with identified Special Educational Needs has been reduced in response to the SEND Children and Families Act 2014. Children on our current SEN register have clear needs which are addressed through additional or different support in school and through outside agencies. 3.23% of our pupils are either in our Resourced Provision or in receipt of High Needs Funding, with only one of these pupils having an Education, Health and Care Plan (0.1%) of the school population.

Of the pupils receiving SEN support in Year 1, 82% achieved the expected standard in the phonics screening check, compared to 89% of the cohort as a whole. This is very similar to National others at 83% and almost double the 42% of pupils receiving SEN support nationally.

In the Year 2 phonics screening check, 93% of pupils receiving SEN support achieved expected standards, compared to 98% of the cohort as a whole and 67% of national pupils with SEN support.

At the end of KS 1 in 2015 in all subjects, the average point score of pupils receiving SEN support was 13.4, compared to 16.7 of the cohort as a whole and 12.5 of national pupils receiving SEN support.

In reading at the end of KS1 2015, the average point score for pupils receiving SEN support was 13.5, compared to 17 for the cohort as a whole and 12.8 of national pupils receiving SEN support.

In writing at the end of KS1 2015, the average point score for pupils receiving SEN support was 13, compared to 16 for the cohort as a whole and 11.6 of national pupils receiving SEN support.

In mathematics at the end of KS1 2015, the average point score for pupils receiving SEN support was 13.7, compared to 17 for the cohort as a whole and 13.2 of national pupils receiving SEN support.

Overall, in EYFS and KS1 our pupils receiving SEN support, make good progress compared to 'non SEN' pupils in the school and better progress than pupils receiving SEN support nationally in all subjects.

At the end of KS2 2015 in all subjects, 62% of pupils receiving SEN support achieved Level 4 and above, compared to 95% of the cohort as a whole. This is significantly higher than the 43% of pupils with SEN support nationally who achieved Level 4 and above. The average point score of Nelson pupils with SEN support in all subjects was 26, compared to 30.4 for the cohort as a whole and 25 of pupils with SEN support nationally.

In reading at the end of KS2 2015, 76% of pupils receiving SEN support achieved level 4 and above, compared to 96% of the cohort as a whole and 68% of pupils receiving SEN support nationally. The average point score of Nelson pupils with SEN support was 25.6, compared to 29.8 for the cohort as a whole and 25.4 of pupils with SEN support nationally.

In writing at the end of KS2 2015, 72% of pupils receiving SEN support achieved level 4 and above, compared to 96% of the cohort as a whole. This is significantly above the 57% of pupils receiving SEN support nationally who achieved Level 4 and above. The average point score of Nelson pupils with

SEN support was 25.6, compared to 29.5 for the cohort as a whole and 24.3 of pupils with SEN support nationally.

In mathematics at the end of KS2 2015, 83% of pupils receiving SEN support achieved level 4 and above, compared to 98% of the cohort as a whole. This is significantly above the 64% of pupils receiving SEN support nationally. The average point score of Nelson pupils with SEN support was 26.4, compared to 31.1 for the cohort as a whole and 25.1 of pupils with SEN support nationally.

In English, Punctuation, Grammar and Spelling (EPGS) at the end of KS2 2015, 79% of pupils receiving SEN support achieved level 4 and above, compared to 95% of the cohort as a whole. This is significantly above the 45% of pupils receiving SEN support nationally who achieved Level 4 and above. The average point score of Nelson pupils with SEN support was 27.2, compared to 31.4 for the cohort as a whole and 24 of pupils with SEN support nationally.

The percentages of pupils achieving Level 5 and above at the end of KS2 2015 are relatively small and, largely, comparable to SEN data nationally, apart from reading in which 7% of Nelson pupils receiving SEN achieved Level 5 or above, compared to 17% of the same group of children nationally. However, for EPGS 31% of Nelson pupils receiving SEN support achieved Level 5 or above, significantly above the 17% of the same group nationally.

Nelson pupils with SEN support make good progress from KS1 through to KS2. In 2015 in reading 89% of Nelson pupils with SEN support made expected progress, compared to 95% for the school as a whole and 83% of pupils with SEN support nationally. In writing 96% of pupils with SEN support made expected progress, compared to 99% for the school as a whole and 88% of pupils with SEN support nationally. In mathematics 93% of Nelson pupils with SEN support made expected progress, compared to 97% for the school as a whole and 79% of pupils with SEN support nationally.

How we match the curriculum to the needs of individual children

At Nelson Primary School all teachers adapt their lessons to enable every child to develop their skills and understanding. Most children will access the curriculum alongside their peers, either in class groups or sets, but some benefit from interventions outside the classroom, either individually or in small groups.

Children working considerably behind their peers and below age expectations are assessed according to P Scales using 'B Squared'. These children may have a differentiated curriculum /targets to support their progress through small steps.

Resources are chosen, adapted or created to support the needs of individual children such as sensory equipment, modified texts, visual timetables, emotion keyrings etc.

See Nelson Accessibility Plan 2015

How we communicate with parents.

All our children are assessed regularly to ensure they are making expected progress. We collect evidence, including test results, which we then use to monitor attainment. This information is regularly shared with parents, in addition to a written end of year report. Open Evenings or Learning Review Days are held termly and provide opportunities for parents/carers to discuss how their children are progressing across all areas of the curriculum. SENCOs, Pastoral Support Workers and the Family Support Worker are available to meet with parents.

We communicate with all parents/carers through our website, newsletters and parent group meetings. Additional meetings may be requested by parents/carers or school to discuss individual needs or concerns. We always obtain parental permission if it is necessary to involve outside agencies to help us support children with special educational needs. Interpreters are provided for parents for whom English is an additional language, when necessary. A Family Support Worker is also available to assist vulnerable families.

For those children with High Needs Funding, including those in our Resourced Provision, and those with EHC Plans a child-centred annual review will be held where school staff, external agencies (where appropriate), parents/carers and the child (when appropriate), meet to discuss the effectiveness of current provision and plan for future support. Parent/carer opinion forms provide parents/carers with the opportunity to express their views in writing on their child's progress and support. A child opinion form is also completed with the child, where appropriate.

The SENCOs may be contacted on the school telephone number 0208 472 0642 or by email senco@nelson.newham.sch.uk

How we provide for the overall well-being of children.

The health, safety and well-being of all our children is paramount. Risk Assessments, Pupil Passports and Care Plans ensure all staff are supportive of individual pupil's needs and difficulties. This is particularly important for activities such as swimming or Physical Education. On school visits, children with SEN will be accompanied by an adult who will provide direct supervision and support when necessary. Modes of transport may also be adjusted when required.

Children Looked After (CLA) by the local authority are provided with Pastoral Support and their needs are prioritised. As part of the PEP process (Personal Education Plan), CLA are provided with additional opportunities to express their feelings and opinions.

In addition to our Inclusion Policy, we have a number of detailed policies and a Provision Map that outline our practice (see below).

Inclusion Policy
Provision Map
Behaviour Policy
Attendance Policy (draft)
Anti-bullying Policy
Equality Duty
Safeguarding Policy
E-Safety Policy
Looked After Children Policy
Health & Safety Policy

These policies can be reviewed on our website or are available, on request, from Reception

How we ensure that our staff are appropriately trained

We are committed to Continued Professional Development (CPD). All our staff are provided with training and opportunities to develop their skills to ensure they are able to support children as effectively as possible. This may include medical training for particular or general health needs, training in behaviour management, as well as training to support our pupils' learning needs. All staff have a personal Professional Development Plan that is reviewed at least annually.

All children have the opportunity to participate in educational visits. Risk assessments are always undertaken, with particular consideration to children with special educational needs (see Health and Safety Policy). Our Inclusion Team also organises a range of enrichment activities for children with particular special educational needs. These visits include Soft Play, Horse Riding and opportunities to develop life skills.

We provide a wide range of extra-curricular learning opportunities/clubs. All children are able to attend after-school clubs and, when necessary, additional support can be provided for children with special educational needs.

How we ensure our school is accessible to all children.

Our Equality Duty provides detailed information on how we ensure that the school environment is accessible to all our children.

In addition to these arrangements, we have a number of specialist resources for use by children with special educational needs. All classrooms have an interactive white-board, access to i-Pads and laptop computers. We also have a well-equipped sensory room and hygiene room.

How we support our children's transitions.

Additional support may be provided for transitions within school, between schools and for external activities. This support may include preparing the child through visual supports and pre-visits. Additional staffing may also be used during transitions.

We aim to ensure that all our children have a smooth transfer between stages of their education. At 'taster days' for new schools, children with special educational needs are supported by a member of the Inclusion Team, if necessary. They may also have additional pre-visits in small groups or individually with teaching assistants or Pastoral Support Workers.

Our SENCOs liaise with the new schools that pupils with special educational needs are due to attend in order to facilitate a smooth transfer. Children with High Needs Funding are provided with an individually tailored 'communication passport' for their new school to ensure that their needs are met on transfer and a personalised transition book is provided for children and their parents/carers.

A member of our inclusion team attends the annual borough SEN transition day where primary and secondary Inclusion Managers discuss pupils with SEN transferring from KS2 (the end of primary school) to KS3 (secondary school) and ensure all relevant information is shared, to ensure that the child's new school is equipped to effectively support the child on arrival.

How we allocate resources to match children's special educational needs.

The SENCOs prepare an annual budget, that details the needs of the department, for the Head Teacher and School Business Manager's review. School SEN resources are audited annually and gaps filled wherever possible.

Contacts and further information

Deena Osborne and Ann Thorne – Assistant Heads for Inclusion/SENCO

Fiona Cullen - Headteacher

Grace Ajagbe and Marzena Brysiewicz – Link Governors for Inclusion

Newham Parent Partnership Service
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49-51 Broadway
Stratford
E15 4BQ
0800 013 1650 / 020 3373 2869 / 020 3373 2871

Parents'/carers' concerns are always taken seriously and effective dialogue between school and home should ensure that resolutions are found. However, if a parent/carer is not satisfied with the outcome or management of a concern, a complaint can be made to the Headteacher. If this fails to resolve the matter, the Governing Body may be contacted. The Borough's Complaints Procedure, available from the School Office, sets out the steps for making a complaint in more detail.

Our school website (www.nelson.newham.sch.uk) has been designed to provide parents with all the information they need. Many areas within this document are discussed in more detail on the website. Where applicable, links to the documents referenced are provided.

The Newham Local Offer can be found:

<http://www.newham.gov.uk/Pages/Services/Services-for-children-aged-5-to-16.aspx>

