



SEN Information Report

March 2021

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Nelson Primary School is committed to inclusive education as articulated in the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice 0 - 25 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 and/or disability. Our SEND 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 SEND 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 early help and agencies, including education, health and social care, to work together. There is a graduated system for SEN provision in schools and a needs-based approach. Most children on the Code of Practice will have their needs met through SEN Support, with appropriate support and interventions that can be delivered in school through the school's notional budget. For children and young people with more significant or complex needs, parents or the school can request an integrated multi-disciplinary statutory assessment; a process that leads to a 0-25 Education, Health and Care Plan (EHC Plan). An EHC Plan from the local authority issues guidance on how a school should meet its legal obligation to meet a child's needs.

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.

Arrangements for including children with SEND

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 and necessary adjustments based on the information we receive.

For children with known SEND in mid-phase our admission process includes an interview for the child and parent/carer with a member of Inclusion 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. There is also a sharing of information about the school and the child is provided with an age/needs appropriate booklet to help them understand the school routines. Whenever 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.

Resourced Provision

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

Post Admission

Following admission, the Pastoral Support Worker will liaise with the class teacher to ensure the child is welcomed and settled into the class. The Assistant Head Teacher for Inclusion will ensure that any additional help the child needs is in place where possible. The class teacher will identify a 'buddy' to support the child in finding their way around the school. During the first few weeks the Pastoral Support Worker will have at least two meetings with the child to check s/he has settled. Any issues raised at this time are discussed with the class teacher, Assistant Head Teacher for Inclusion and/or members of the Concern Team.

Identification

There are a number of ways in which a child's individual needs are highlighted. Information may come from previous schools or outside agencies, a member of staff may raise a concern with the Assistant Head Teacher for Inclusion, or the class teacher may discuss a child's

difficulties or inadequate progress during regular Pupil Progress Meetings. In addition parents/carers may approach either the class teacher or the Inclusion Manager to share concerns about their child. The school also employs a 'Buy-in' speech and language therapist who works, *primarily*, in the early years with a remit of early identification of language and communication difficulties, as well as staff training.

How we support children with special educational needs

All pupils receive quality first teaching, which may be differentiated to ensure they have access to all learning opportunities. Pupils identified as having a special educational need may be provided with additional support through a range of intervention programmes. Children with specific literacy difficulties or language difficulties will be provided with intervention programmes recommended by outside professionals/therapists aimed at developing key skills and accelerating progress. 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 Assistant Head Teacher for Inclusion in consultation with outside agencies, class teachers, year group 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 Service. Where programmes are provided by outside agencies, these will be implemented in school after discussion and with the agreement of parents/carers.

A relatively small proportion of our pupils have more severe disabilities. These children 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 notional budget, we may apply to the Local Authority for a statutory assessment/EHC plan in order to fully meet their needs. This funding may be used to provide additional adult support, but may also be used for other additional resources or opportunities. 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. <https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

A small number of children in our school receive additional funding through a system previously known as High Needs Funding (HNF). This funding is gradually being phased out and additional 'top-up' funding for individual children with SEND is now accessed through statutory assessment and an EHCP. Children who are already in receipt of HNF will all eventually have statutory assessments and, possibly, EHC Plans.

Pupils in our Resourced Provision, pupils with an EHC plan and those receiving high levels of

additional support or intervention without additional funding, will have individual targets that are set out in an Individual Education Plan (IEP) that is monitored and reviewed regularly. The IEP is written by the Assistant Head Teacher for Inclusion, 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 in either their 'Special Books' or support records. These records are used by class-teachers to monitor progress.

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 the Assistant Head Teacher for Inclusion and Speech and Language Therapists.

The school currently employs one Pastoral Support Worker to work with our more vulnerable pupils, including those who have suffered bereavement or trauma. The Pastoral Support Worker is trained to use a range of strategies including those aimed at improving motivation, self-esteem, resilience and anger management. She is also trained to deliver specific programmes including 'Talking and Drawing'. We also participate in the Headstart programme and provide Headstart 'Bounceback' and Headstart 'Champions' groups for vulnerable children who may or may not have SEND.

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

Children working well below age expected are assessed against objectives from previous year groups. For children working *significantly* below National Curriculum standards, we use the Engagement model to measure performance, alongside pre- key stage standards and 'I can...' statements. These children will have targets to support their development identified in EHC plans and/or Annual Reviews. Their individual progress is evidenced in their 'Learning Journey Books' and work samples. They will often receive a differentiated curriculum. Some of these children will spend part of their school day in our Lifeskills/Enrichment group with our SEND teacher and support staff, while others will work at a workstation in class. There is no 'one size fits all' approach and decisions about provision are made through discussion and based on individual need.

We provide a range of interventions aimed at developing the skills of our pupils with SEN and our staff are trained to use a range of strategies including:

- SCERTS strategies
- Attention Autism

- Sensory Music
- Communication Boards
- Transactional supports, including Visual Timetables and 'Now and Next' boards.
- Colourful Semantics
- 'Busy' boxes.
- Workstations.
- Signalong
- Sensory Circuits
- Music Interaction
- SEND swimming (cancelled during the pandemic)
- Softplay (Cancelled during the pandemic)
- Language programmes
- Social Skills groups.
- Behaviour for Learning Plans.
- Zones of Regulation.
- Box Clever.
- Intensive Interaction.
- Emotion key-rings.

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 and carers, in addition to a written end of year report. Open Evenings or parent meetings are held termly and provide opportunities for parents/carers to discuss how their children are progressing across all areas of the curriculum. With a focus on Pupil Voice and independence, we encourage all children, including those with SEND, to take an active role in these meetings by sharing their achievements and their aspirations.

The Assistant Head Teacher for Inclusion, Pastoral Support Worker and Family Support Worker are also available to meet with parents/carers on request. For children with special educational needs who are also 'Looked After', termly Personal Education Plan (PEP) meetings are held to discuss their children's needs and progress and identify well-being and educational targets.

We communicate with all parents/carers through our website, newsletters, parentmail and parent group meetings. Additional meetings may be requested by parents/carers or school to discuss individual needs or concerns. We always obtain parental agreement when we place a child on the Code of Practice. If it is necessary to involve outside agencies to help us support children with special educational needs we always obtain parental permission. 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 Assistant Head Teacher for Inclusion may be contacted on the school telephone number 0208 472 0642 or by email deena.osborne@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 pupils' needs and difficulties. This is particularly important for activities such as swimming or Physical Education. On school visits, children with SEND 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 (Personal Education Plan) process, 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
Anti-bullying Policy
Equality Duty
Accessibility Plan
Safeguarding Policy
Online Safety Policy
Children Looked After 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 enable them 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. A number of staff are trained in SCERTS, Intensive Interaction, Colourful Semantics, Attention Autism, Box Clever and Team Teach.

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).

We usually 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 (this provision has been cancelled during the pandemic).

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 our Pastoral Support Worker.

Our Assistant Head Teacher for Inclusion liaises with the new schools that pupils with special educational needs are due to attend in order to facilitate a smooth transfer. Children in our Resourced Provision and/or EHC plans 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 SEND transition day where primary and secondary representatives discuss pupils with SEND 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 Assistant Head Teacher for Inclusion prepares an annual budget, details the needs of the department, for the Head Teacher and School Business Manager's review. School SEND resources are audited regularly and gaps filled wherever possible.

Complaints

Parents'/carers' concerns are always taken seriously and effective dialogue between school and home should ensure 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.

Contacts and further information

Deena Osborne– Assistant Head for Inclusion
Ann Thorne – SEN Advisory Teacher
Fiona Cullen - Headteacher

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>

