



Nook Lane Junior School - Special Educational Needs Information Report

1. Aims of our policy in regards to pupils with special educational needs and /or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need:

Communication & Interaction

Cognition & Learning

Social, mental and emotional health

Sensory/Physical

- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2. What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a **significantly greater difficulty in learning that the majority of others of the same age.**

Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '... a **physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities**'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer.

3. The kinds of special educational needs (SEN) for which provision is made at the school (Schedule 1: point 1)

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school's admissions policy. If a place is available, we will

undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless: it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

4. How does our school know if children need extra help (SE7 1 Q1) (Schedule 1:Point 2)

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

5. What should a parent do if they think that their child may have special educational needs? (SE7 1 Q1) (Schedule 1: Points 2 and 4)

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo whose name is **Diane Wilkinson** and whose contact details are 2341097/enquiries@nooklane.sheffield.sch.uk
- Parent may also contact the SENCo or Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6. How will the school support a child with SEND? (SE7 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10)

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 - Classroom observation by the senior leadership team, the SENCo, external verifiers.
 - Ongoing assessment of progress made by pupils with SEND.
 - Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
 - Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND.
 - Pupil and parent feedback on the quality and effectiveness of interventions provided.
 - Attendance and behaviour records
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase access to the taught curriculum.
- All pupils have individual national curriculum targets in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system, parent evenings and review meetings.
- Pupils' attainments are tracked using the whole school tracking system and those not making expected levels of progress are identified. These pupils are discussed at termly pupil progress meetings undertaken between class teachers, assessment leader, Inclusion Manager/SENCo and at termly review meetings.

- Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.
 - Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require additional support and their partnership sought in order to improve attainment.
 - Action relating to additional support will follow assess, plan, do, review model.
1. **Assess:** Data on the pupil held by the school will be collated by the class teacher/SENCO in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 2. **Plan:** If review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence –based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
 3. **Do:** SEN support will be recorded on a plan (Individual Learning Profile) with clearly identified expected outcomes, which will include relevant academic and developmental targets – including independent learning skills and possibly social and emotional skills that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment every term.
 4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents, class teacher, Teaching Assistant and SENCo. Pupils are invited to the meeting as appropriate.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services – Learning Support, Speech and Language Team, Autism Team, Educational Psychology Service and Ryegate Children's Centre.
2. Specialists from other school, locality, family of schools.
3. Social Services and MAST (Multi-Agency Support Team)
4. Health partners such as the School Nurse and CAMHs (Child and Adolescent Mental Health service).

All children placed on the school's SEND register will have their needs measured against the Sheffield Support Grid which is separated into the 4 broad areas of need - communication and interaction, cognition and learning, social, mental and emotional health and sensory/physical needs:

- Quality first teaching is considered level 1 support.
- Targeted group/individual interventions are considered level 2 support.
- Children receiving a significantly differentiated level of support, including 1:1 interventions will be considered level 3 and a My Plan will be written in consultation with the parents, pupil and any supporting agencies. A child may continue to access a My Plan if the level of support remains appropriate. If additional support is required the reviewed My Plans can be discussed at an SEN panel where a decision can be made to progress to an Education, Health and Care Plan.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

7. How will pupils be involved in decisions regarding provision that can better meet their needs (Schedule 1: Point 8)

The school uses One Page Profiles for children with significant additional needs. These are completed by the pupil with adult support. The profiles identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs. Children

receiving support are also consulted on the effectiveness of their support by questionnaire at the end of the year. There is also a School Curriculum Council with a focus on social and emotional well-being and children who choose to attend contribute to the school's action plan regarding how support is given.

8. How will the curriculum be matched to each child's needs? (Schedule 1: Point 3)

- Teachers plan using pupil's achievement levels, differentiating tasks to ensure progress for every pupil.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialist equipment or resources such as ICT and/or additional adult support. All actions taken by the class teacher will be recorded and shared with parents.
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9. How will parents know how their child is doing? (SE7 Q4) (Schedule 1: Point 7)

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN Support reviews but also through the school reporting system and Parents' Evenings.
- Parents may also find it useful to contact teachers/other staff via the school email address/school office.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher/ the SENCo at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school on 0114 2341097 or use enquiries@nooklane.sheffield.sch.uk

10. How will parents be helped to support their child's learning? (SE7 Q4) (Schedule 1:Point 7)

- Please look at the school website. It can be found at www.nooklanejunior.co.uk
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises coffee mornings, workshops and drop in sessions for parents/carers to access to share ideas/strategies to support children's learning. These are advertised on the school website and by letter.
- Home learning tasks, set every week by class teachers provide parents/carers with ideas to support reading, spelling and maths.
- If you have any ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

11. How will the school evaluate the effectiveness of the SEN provision made for pupils? (Schedule 1:Point 3)

- The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and can be judged by external moderators such as Ofsted.

12. What support will there be for children overall well-being? (SE7 Q5) (Schedule 1:Point 3)

The school offers a wide variety of pastoral support for pupils. This includes:

- A Personal, Social, Citizenship, Health Education curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and parent voice mechanisms are in place (questionnaires and curriculum councils) and are monitored for effectiveness by the Link SEND Governor.
- Small group evidence –led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on provision maps developed by the SENCo every half term to support improved social interaction skills, emotional resilience and well-being.
- Pupils who find unstructured times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

- The school has been recognised by local universities for the focus on identifying and supporting pupil emotional health and well-being and has been invited to present the schools approach to this area at annual primary education conferences at Sheffield Hallam University.
- The school has – an Emotional Well-Being Policy, Positive behaviour Policy, Lunch Time Policy, Anti-Bullying Policy, Inclusion Policy and SEND Policy – all are reviewed regularly.

13. Pupils with medical needs (Statutory duty under the Children and Families Act) (SE7 5)

- Pupils with medical needs will be provided with an Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications will complete formal training.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

14. What specialist services are available at the school? (SE7 Q6)

The school has access to a range of specialist support that are identified in (6) above.

15. What training do the staff supporting children and young people with SEND undertake? (SE7 Q7) (Schedule 1: Point 5)

- Staff receive different levels of training depending on their role in school, levels of training include – awareness of, enhanced practice and specialist training.
Every term the staff training timetable (PDM – Professional Development meeting) will include a focus on inclusion and safeguarding. In recent times there has been a focus on the changes to the SEND Code of Practice, Autism, Speech and Language, Quality First Teaching, Emotional well-being and mental health.

16. How will my child be included in activities outside the classroom including school trips? (SE7 Q8) (Schedule 1: Point 3)

- Risk assessments are carried out and procedures are out into place to enable all children to participate in all school activities.
- The school ensures that it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

17. How accessible is the school environment? (SE7 Q9) (Schedule 1: Point 3)

- There is a ramp down to the school and wheelchair access in 2 of the classrooms. Doorways are wheelchair width.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- When entering the school through the secure gate, visitors are able to inform the office if disabled access/parking is required.
- The school is on one floor in the main building and the two mobile classrooms have ramps for access.

Our Accessibility Plan is always under review to ensure that it meets the needs of the school community. This plan includes access to the environment, the curriculum and to printed information.

18. How will the school prepare/support my child when joining or transferring to a new school? (SE7 Q10) (Schedule 1: Point 12)

A number of strategies are in place to enable effective and successful pupil transition. These include:

- A planned transition period over the summer term for the Year 2 children. They visit the school several times, building up gradually the amount of time they are in school. They have Year 5 reading buddies who

support them during transition. Children who may need additional visits are invited to attend after school with their parents and during the school day with supporting adults.

- Year 2 information evening for parents to meet the Year 3 staff and Senior Leadership Team.
- SENCo attends review meetings for Year 2 children with additional needs to be informed regarding resources needed and possible training to support any conditions or needs not experienced before.
- Pupils transferring from other settings, records are requested immediately and Safeguarding conversations are arranged.
- The Designated Safeguarding lead/Deputy attend an information sharing meeting with the feeder schools – a Year 2 meeting to ensure every child is discussed and needs and profiles understood and supported.
- Open afternoons are arranged to enable parents from Year 2 to visit Nook Lane during a working day.

Transition to the next school, preparation for adulthood and independent living (Schedule 1: Point 12)

- The transition programme in place for pupils provides opportunities for pupils and parents to meet staff in the new school.
- The annual review in Year 5 for children with EHCPs begins the process where parents are supported in making decisions regarding secondary school choice.
- Outside agencies are invited to support parents and pupils in making decisions about the next stage of education/setting.
- Accompanied visits to other providers may be arranged as appropriate.
- For transfer to local schools, the SENCos of both schools meet to discuss the needs of pupils with SEN through review meetings with parents/pupils.

How are the school's resources allocated and matched to children's special educational needs? (SE7 Q11) (Schedule 1: Point 6)

- The notional SEN budget. A fund devolved to schools to support them to meet the needs of pupils with SEN.
- For pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN funding allocation. This funding is used to provide equipment and facilities to help pupils with special educational needs and disabilities through support that might include:
 1. Targeted differentiation to increase access to text, including use of IT.
 2. In class, adult or peer support aimed at increasing skills in specific areas of weakness – learning behaviours, organisation etc
 3. Out of class support – relationship building, social, emotional skill development.
 4. Small group tuition to enable catch up – targeted at additional need
 5. Specific support, advice and guidance is provided to parents and families to improve pupils' readiness for learning – relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.
 6. Provision of specialist resources or equipment including use of IT.
 7. Partnership working with other settings – shared resources, expertise, alternative working environments/placements.
 8. Access to the school nurse and wider health professionals – responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs.
 9. Access to support from in-school sources or from charities and community sources.
 10. Implementation of strategies from support agencies – behaviour support, Autism team etc

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available to their child, they are welcome to make an appointment to see the class teacher, SENCo or a member of the Senior Leadership Team.

19. How is the decision made about how much support each child will receive? (SE7 12) (Schedule 1: Point 7)

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.
- For pupils with an EHCP, this decision will be reached in agreements with parents when the EHCP is being produced or at an annual review.

20. How will I be involved in discussions about and planning for my child's education (SE7 Q13) (Schedule 1: Point 7)

This will be through:

- Discussions with the class teacher, SENCo, or Senior leadership Team
- During parents evening
- During review meetings/annual reviews
- Meetings with support and external agencies

21. Who can I contact for further information or if I have any concerns? (SE7 Q14) (Schedule 1: Point 9)

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENCo
- The Headteacher
- For complaints, please contact the School Governor with responsibility for SEN. Their name is Marie Foster and she can be contacted via the school office on 2341097.

22. Support services for parents of pupils with SEN include: (Schedule 1: Point 8)

Educational Psychology, Speech and Language Team, Autism Team, Learning Support, Ryegate Children's Centre, MAST – Multi Agency Support Team, School Nurse and all related health agencies which support hearing, vision and sensory/physical needs.

Support group for parents include – Sheffield Parent Carer Forum, Sparkle, ACTT,

23. Information on where the Local Authorities Local Offer can be found. (Schedule 1: Point 11 and 13)

<http://www.sheffielddirectory.org.uk>

References

Schedule 1 of the Special Educational Needs and Disability Regulations 2014

The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.

<http://preview.tinyurl.com/nenth62>

SE7 Local Offer: Framework and Guidance <http://preview.tinyurl.com/otma4gi>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice

<http://preview.tinyurl.com/nenth62>