



## Nyewood CE Infant and Junior Schools

### SEN Information Report – March 2023

Date of next review : March 2024

#### Special Educational Needs Information

At Nyewood CE Infant and Junior Schools, we strive to support all children to achieve their full potential at school. In order to do this, many steps are taken to support our pupils through their learning journey with us.

High quality first teaching is vital; however for some children there are occasions when further additional support may be needed in order to help make regular and consistent progress.

**The Special Educational Needs Coordinator / Inclusion Lead at both schools is Mrs. Kate Miller.**

**The Head teacher at Nyewood CE Infant School is Miss Anna Wells.**

**The Head teacher at Nyewood CE Junior School is Mr Tom Spurle**

#### Roles and Responsibilities of the Inclusion Leader

Our Inclusion Lead is responsible for the operation of the Special Needs policy and co-ordination of specific provision to support individual children with Special Educational Needs (SEN)

Staff liaise together to monitor pupil progress and plan further interventions and support programmes where progress is slower than expected.

We regularly have contact with a wide range of external agencies that are able to give more specialist advice when required.

If you have any concerns regarding SEND matters, do not hesitate to contact Mrs Miller or Miss Chandler (member of the Inclusion team at Nyewood CE Junior School) via the school office.

There are many SEND terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.



<b>Acronym</b>	<b>Full title</b>
ADD	Attention Deficit Disorder
ADHD	Attention Hyperactivity Disorder

<b>Acronym</b>	<b>Full title</b>
ASD	Autistic Spectrum Disorder(s)
SEMH	Social, Emotional and Mental Health
EHP	Early Help Plan
CAMHS	Child and Adolescent Mental Health Service
CDC	Child Development Centre
CWCF	Children we care for
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impaired
IBP	Individual Behaviour Plan
ILP	Individual Learning Plan
OT	Occupational Therapist
PEP	Personal Education Plan
PSP	Pastoral Support Programme
SALT	Speech and Language Therapy
SENCO	Special Educational Needs Co-ordinator
TAF	Team Around the Family
VI	Visually Impaired

### **1. How do the Nyewood Schools know if children need extra help? What provision do we offer?**

We are inclusive schools and celebrate the achievements of all our learners as unique individuals. Some of our pupils may need extra help with their learning. We know when pupils need help if:

- Concerns are raised by parents / carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour, progress or achievement

Discussions with pre-schools let us know if children joining us in Reception may need extra help or have been receiving support in their Nursery settings.

### **What should I do if I think my child may have Special Educational Needs (SEN)?**

- Please speak to your child's class teacher first if you have any concerns about your child's progress in school. Class teachers meet regularly with our Inclusion team to talk about any pupils who might need extra support.

- If you have any concerns, then our Inclusion team can also be contacted via the school office.

## **2. How will the Nyewood Schools support my child?**

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- All pupils are assessed regularly by the class teacher. If the class teacher is concerned about a pupil's progress, then a more formal assessment such as a literacy screen or speech sounds check may be completed to identify areas where the pupil may need extra help
- If a pupil has needs related to specific areas of their learning, then the pupil may be placed in a small focus group. This could be run by the class teacher, teaching assistant or specialist intervention teacher. The length of time of this intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness and impact of the provision and to inform future planning.
- If you have any questions regarding the range of interventions which we run, please contact the class teacher or the Inclusion team.



- Regular pupil progress meetings are held in school. The academic progress of the children in each class is discussed. This shared discussion may highlight any potential problems and then further support could be planned.
- Occasionally a pupil may need more specialised support from an outside agency, such as a Speech Therapist or an Occupational Therapist. A referral will be made, with parental consent and forwarded to the most appropriate agency. After a possible series of assessments, observations and discussions a programme of support or further advice is usually provided for the school and parents / carers.
- The SEN Support register is kept by the school which details the children who are currently receiving the various types of support. This helps to highlight their additional need to the staff working with the child.
- The Inclusion Lead reports to the Governors, via the Head teacher every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. A Governor from each school is responsible for SEND/Inclusion. The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.



### **3. How will the curriculum be matched to my child's needs?**

When a pupil has been identified with additional needs, their work will be carefully planned and adapted by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with the pupil or a small focus group to target more specific needs. If a child has been identified as having more specific needs, they will be given an Individual Learning Plan (ILP) and placed on the school's SEN Support register. Targets will be set according to their area of need. These will be monitored by the class teacher regularly and by the Inclusion team termly. ILPs will be discussed with parents termly and a copy will be given to them, also indicating the ways in which they can support their child at home.

### **4. How will I know how my child is doing?**

We hold regular opportunities where you can talk to your child's class teacher. You will also be given regular formal occasions to discuss your child's progress, for example at Parents' Evenings and after receiving the annual report. On other occasions, parents are more than welcome to speak in more detail to the class teacher or Inclusion team, by contacting the school office and making an appointment.

### **How will you help me to support my child's learning?**

We believe that your child's education should be a partnership between parents and staff at school, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. The class teacher may suggest ways of how you can support your child at home. We try to seek parental views wherever possible. We believe that it is vital for parents to be consulted and involved in decision making as far as possible.

If outside agencies have been involved, then reports and programmes of study may be provided that can be used at home and at school.

### **5. What support will there be for my child's overall wellbeing?**

Our school has a caring ethos and all our pupils are part of the 'Nyewood family'. We are an inclusive school; we welcome and celebrate diversity. All staff believe that high self-esteem is crucial to a child's well-being. We have a caring, skilled and understanding team looking after our children. The schools now have 3 qualified ELSAs (Emotional Literacy Support Assistants) who support children in a number of ways.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parent's first point of contact. If further support is required, the class teacher liaises with the Inclusion team for further advice.
- The school also has trained Teaching Assistants who run small groups to offer support in social skills, self-esteem and emotional well-being.

### **How do the Nyewood Schools manage the administration of medicines and providing personal care?**

If a pupil has a medical need then a detailed medical plan is compiled, sometimes with the support of the school nurse and in consultation with parents and carers. These are discussed with the staff who are involved with the pupil.

Staff receive annual anaphylaxis and asthma training from the school nursing service.

Where necessary and in agreement with parents and carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member. Please contact the office staff in the first instance to make these arrangements where required.

We have trained First Aiders in school.



### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

As a school, we have a very positive and supportive approach to all types of behaviour, with clear systems in place. Copies of our behaviour policy are available for parents to request at the school office. If there are specific behaviour issues, then a variety of measures may be put in place. These could include a behaviour plan or Behaviour Risk Assessment for the child which would be shared with staff or a series of meetings held between school and parents. This is called a Pastoral Support Programme (PSP).

Our schools place a strong emphasis and value on good attendance. Attendance of every child is monitored on a daily basis by the Office team. Lateness and absence are recorded and reported upon to the Senior Leadership Team. There is a clear ethos for developing good attendance patterns for children. If there are medical needs preventing regular school attendance, the school nurse can be involved, if appropriate to offer support to the family.



## **How will my child be able to contribute his or her views?**

We are schools which value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which is an opportunity for children to talk about any issues or viewpoints they would like to raise. Children are also consulted for their views on what might help them if referred to a service such as Speech and Language Therapy (SALT) for extra support.

## **6. What specialist services and expertise are available at or accessed by the Nyewood CE Schools?**

At times it may be necessary to consult with outside agencies to receive more specialised expertise. Some of the agencies that we work with are as follows:

- Educational Psychologists
- CAMHS (Child and Adolescent Mental Health Service)
- Thought-full - MHST (Mental health support team)
- Speech and Language Therapists
- School Nurse
- Family Support Workers
- Paediatricians
- Social Care
- Occupational Therapists
- Play Therapists
- Alternative Provision College
- Learning and Behaviour Advisory Teachers (LBAT)
- Autism and Social communication Advisory Teachers (ASCT)
- CDC (Child Development Clinic)



## **7. What training have the staff supporting children with SEN and disabilities had or are having?**

The Inclusion Lead has the National SENCo Award, which is the recognised qualification set by the government that all SENCOs must pass within 3 years of being appointed. It is a University course. Mrs Miller has also attended training led by SALT, CAMHS, Educational Psychologists, County Safeguarding team, Family Support Networks and the Local Authority. This training covers a wide range of difficulties and learning needs that may be affecting pupils in school. Many members of staff have received training related to SEND. These have included sessions on:

- Dyslexia training
- ADHD
- Attachment difficulties
- Lego therapy
- How to promote and build emotional resilience

- How to support children with speech and language difficulties
- How to support children with physical and co-ordination needs
- How to de escalate challenging behaviour
- Therapeutic thinking

We have Teaching Assistants trained to run many interventions.

### **8. How will my child be included in activities outside the classroom including school trips?**

All children are included in all parts of the school curriculum and we aim for every child to be included on school trips. We will provide the necessary support to ensure that this is successful. Risk assessments are carried out and procedures are put in place to ensure all children can participate. However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.



### **9. How accessible is the school environment?**

We publish an accessibility policy on our website which can be read in conjunction with this report.

As a school, we are happy to discuss individual access requirements. We give careful consideration to access when allocating classrooms for pupils and staff. Our schools have no stairs and many classrooms can be accessed directly from the playground. We give consideration to the sensory needs of pupils and can make adjustments to the learning environment for pupils with hearing or visual impairment.

We have disabled toilet facilities.

We make plans on individual basis for children who are known to be disabled or have a disability, whether this be a long or short term issue. Risk assessments and / or health care plans will be written in conjunction with staff, parents and relevant professionals to ensure the correct steps are taken to keep a child safe and promote inclusivity. Visits to previous settings will be arranged where appropriate. Once a member of our school community, all possible steps will be taken to ensure the child feels part of the Nyewood family and is never treated differently or less favourably to their peers.

Appropriate equipment, such as walking frames, special seating, toilet equipment will be sourced, usually by Occupational health professionals, but sometimes parents to support the functioning of the child in school.

### **How do Nyewood Schools communicate with parents and carers whose first language is not English?**



We are able to liaise with the EMTAS (Ethnic Minority and Traveller Achievement Team), who assist us in supporting our children and their families with English as an additional language. We welcome pupils who have English as an Additional Language (EAL). Occasionally, we may complete assessments with children in their first language, by buying in the services of a translator. The infant school currently employ a Polish Teaching Assistant

### **10. How will the Nyewood Schools prepare and support my child when joining the school or transferring to a new school?**



Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil leaving / joining.
- Visits to Nursery schools by staff to ensure smooth transitions.
- Meetings to set up medical plans with the School Nurse.
- All new Early Years pupils are invited to attend a series of transition sessions where they spend time with their new class teacher.
- Planned programme of visits for pupils joining and leaving our school, leading up to transfer day.

- The Inclusion Lead is always willing to meet parents and carers prior to children joining the school or prior to their transfer to Junior School or secondary school.
- Junior school staff will visit pupils prior to joining their new school.
- The Inclusion Lead and the class teachers liaise with the Inclusion Lead and class teachers from the next schools to pass on information about the pupils, including detailed information about SEND.
- We write social stories with children if transition is potentially going to be difficult in order to support them.
- Extra visits to the new school for pupils with SEND.

### **11. How are the school's resources allocated and matched to children's special educational needs?**

The SEND budget is allocated each financial year. The money is used to provide additional support and resources.

Resources may include deployment of staff depending on individual needs. Some children might be taught in smaller groups or one to one, to support their learning in particular areas of the curriculum. We also sometimes buy particular resources to support additional needs such as adapted scissors, or a special cushion to sit on at carpet time.

### **12. How is the decision made about what type and how much support my child will receive? What if I'm not happy with the provision in school for my child?**

The class teacher, alongside the Inclusion Lead will discuss the child's needs and what support would be appropriate.

Different children will require different levels of support in order to bridge the gap to achieve age expected levels. During a child's school life, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions will be arranged. Interventions and strategies used within school will be discussed with parents and carers at appropriate times.

School will assess at the end of an intervention if it has had a beneficial impact on the child's learning, by assessing whether a child is beginning to make academic progress within their age expected levels.

If the school continues to have concerns about a child's progress following interventions within school, then the Inclusion Lead will seek advice and support from outside agencies such as SALT or the Learning and Behaviour Advisory teachers to ensure that your child is receiving the best support and care in school to enable them to progress. Parental consent will always be sought before making any such referral.

If you are not happy with the arrangements in place for your child, please speak to your child's class teacher first. You can also make an appointment to speak to the Inclusion team. We aim to

work in partnership with parents and carers. Any support for your child works best if you are involved. You are the expert on your child!

### **13. How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to actively contribute to their child's education. This may be through:

- Discussions with the class teacher
- Attending parents' evenings, workshops, 10 weeks in, coffee mornings
- Discussions with the Inclusion team or other outside agency professionals
- Parents are encouraged to discuss their child's termly ILPs where appropriate.

### **14. Who can I contact for further information?**

The first point of contact would always be the class teacher. We are proud of the strong relationships that we build with the whole family, and particularly with the parents of children with additional needs, whatever they may be. We have an 'open door' policy and welcome parents into school for both formal and informal occasions.

With regards to discussing your child's additional needs, you can make an appointment with Mrs. Miller (and Miss Chandler at the Junior school) via the school office at any time. West Sussex Council have their Local Offer website which tells you about services, support and resources you can access locally.

SENDIAS is an organisation that can also be approached to support you. Details can be found on their website.

We hope that this information has answered any queries that you may have, but do not hesitate to contact the school, if you have any further questions.