

Special educational needs (SEN) information report

Normanton-on-Soar Primary School



Approved by:

Trust Board
Committee]

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our [website](#)

You can ask the office staff to **make a copy or to send you** the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

The school SENCO is Linda Butler who can be contacted on 01509 842326 or via office@nosps.co.uk

What types of SEN does the school provide for?

Normanton-on-Soar is a mainstream school that aims to be as inclusive as possible. We strive to ensure that all pupils, regardless of their needs, make the best possible progress in school. There are a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism Spectrum Condition (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention Deficit Hyperactive Disorder (ADHD)
	Attention Deficit Disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our Special Educational Needs Co-ordinator (SENCO)

Our SENCO is **Linda Butler**.

She is a qualified teacher and has been the school's SENCO since January 2022.

She has undertaken the National Award in Special Educational Needs Co-ordination

She is allocated **2 hours** a week to manage SEN provision and half a day a week as SLT.

The Headteacher works closely with the SENCO to support the needs of all the pupils in school.

Class Teachers

All of our Teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Ongoing training for the school SENCO include monthly network meetings and Family SENCO meetings alongside regular support from the Trust Inclusion lead.

Recent training includes:

- Introduction to Attachment and Trauma
- SEND Moving Schools Forward
- Bid Training
- Autism in girls
- Demand Avoidance
- Sensory Training

Teaching Assistants (TA)

We have 3 TAs, and 1 **Personal Care Assistant (PCA)**, who are trained to deliver SEN provision.

Our Teaching Assistants are trained to deliver interventions such as reading partners (part of MELSA), **Read Write Inc (RWI) Phonics Interventions, SNIP Spelling and Sensory Circuits.**

In the last academic year, TAs have been trained in **in the beforementioned interventions.**

External Agencies and Experts

With Parental consent, we sometimes need external assistance to meet our pupil's needs. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

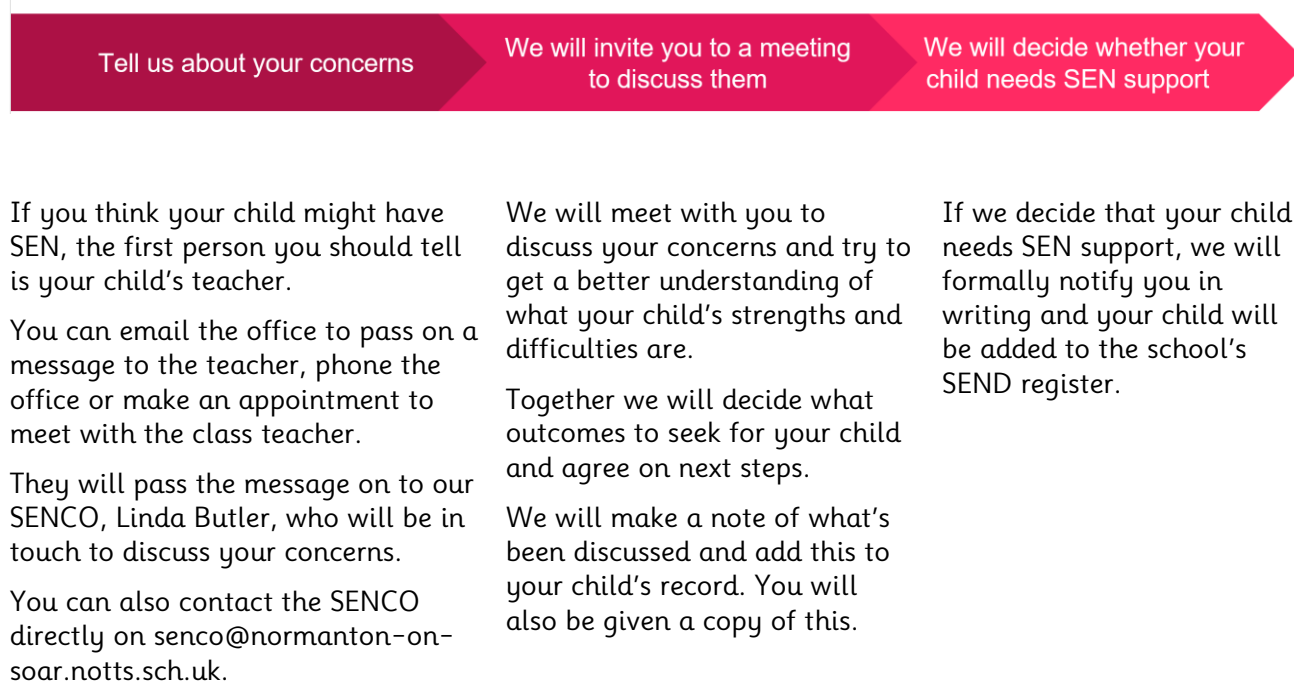
- Speech and Language Therapists including the SALT team from Equals Trust
- Educational Psychologists
- Behaviour Support Team
- SFSS (Schools and Families Support Service)
- Family SENCO
- District SENCO
- GPs or Paediatricians
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers
- Social Services and other Local Authority Support Services
- Voluntary Sector Organisations

3. What should I do if I think my child has SEN?

If your child has a diagnosis, Inclusion Support Service or other agencies may inform our school about a forthcoming admission of a child with SEND. When children transfer from other schools, full information about SEND should be passed to us.

If your child is identified as not making sufficient progress, or the Class Teacher and or SENCO has concerns, the school will set up a meeting to discuss this with you in more detail, to plan any additional support your child may need and to discuss with you any referrals to outside professionals to support your child.

If you have concerns about your child's progress, you should speak to your child's class teacher initially. See information below.



4. How will the school know if my child needs SEN support?

We pride ourselves on our knowledge of SEN needs and are quick to notice when children may need extra support in the classroom.

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include **reading, writing, number work** or in behavior management or anxiety.

If the teacher notices that a pupil is struggling with any aspect of school life, they try to find out what is the underlying difficulty. In some cases, this is quickly identified and progress can be made. For example, a child may need glasses.

If the pupil is still struggling, the teacher will talk to the SENCO, who may then contact you to discuss the possibility that your child has SEN.

The SENCO will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a Speech and Language Therapist, an Educational Psychologist, or a Paediatrician.

Based on all of this information, the SENCO may then raise your child at a termly SPRINGBOARD to seek further support and guidance. You will be informed of this and asked to complete a 'Request for

Discussion Form'. We may also seek advice from SFSS and book an online surgery to discuss your child.

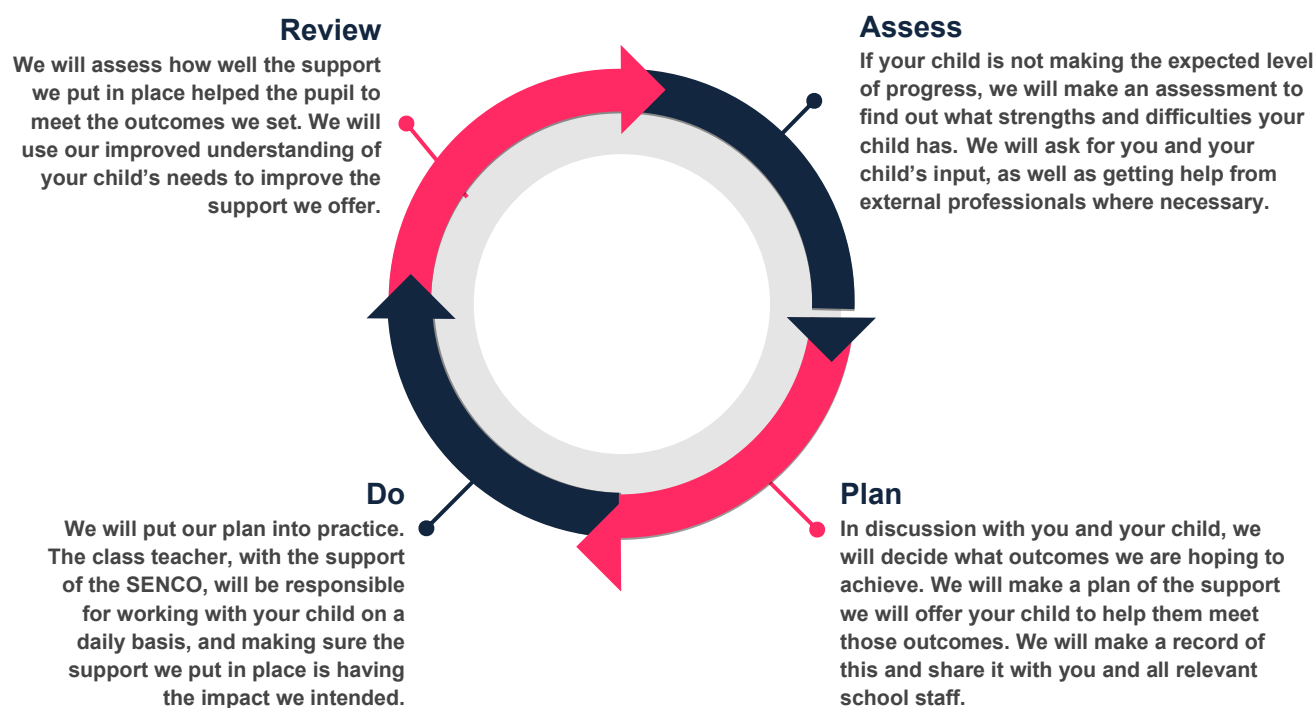
Following these steps, we will decide whether your child needs further support. You will be told the outcome of the decision.

If your child does need SEN support, their name may be added to the school's SEN register, and the SENCO will work with the class teacher to plan quality first teaching to support your child in the classroom.

5. How will the school measure my child's progress?

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process: We will follow the 'graduated response approach' to meet your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

There are continuous assessments of progress including pupil progress meetings termly which involves all teaching staff. This is monitored by the SENCO, gaps in learning are quickly identified allowing for early intervention and support. Staff make ongoing assessments regularly and keep parents informed about progress at review meetings and parent's evenings.

Interventions are tracked, monitored and assessed in terms of impact on learning to ensure progress is made. The SENCO is responsible for monitoring the effectiveness of interventions and support teachers in their reviews and evaluations.

We track attainment using formative assessments. End of term assessments inform summative data which is discussed in progress meetings with class teachers and the SENCO. Children who are not making progress or not meeting age related expectations will be put forward for interventions with their class teacher.

6. How will I be involved in decisions made about my child's education?

We will provide termly meetings on your child's progress. Communication with parents takes place at Parents Evenings in the Autumn and Spring Terms, then a written report in the summer. Further appointments with the class teacher and the SENCO can be arranged as necessary. This approach is focused around the child and family and puts your needs at the heart of your child's learning.

Our school welcomes and supports feedback from Parents & Carers in order to improve our provision.

Your child's class teacher will meet with you 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Ask parents to express the child's views
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Please see our accessibility plan [here](#)

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as necessary. This takes into account the wishes of the child and their Parents and Carers through Parents meetings.

Where possible pupils with SEND will be taught alongside their peers. Where this is not possible, the SENCO will consult with the pupil and Parents to make alternative arrangements which is in keeping with the wishes of the pupil and Parents.

The curriculum will be adapted to each child which will be determined by their level of need. This will include setting aspirational targets for the child to ensure potential is reached. Regular training and learning for all staff will ensure developments in policy and practice and new approaches in supporting children with SEND are embedded in teaching practice. Regular contact and communication with Parents and Carers will support the creation and development of a curriculum matched to a child's specific need.

Your child's teacher **/s is/are** responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'I size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Teaching Assistants will support pupils on a 1 to 1 basis when additional funding has been agreed with the Family of Schools
- Teaching Assistants will support pupils in small groups when agreed with the Senior Leadership Team.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured paper or overlays
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Seating position
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Nottinghamshires's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term

- Reviewing the impact of interventions after 6 weeks
- Using pupil voice
- Monitoring by the SENCO
- Assessment using B Squared
- Monitor provision maps to plan support as needs change
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More Teaching Assistant Hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority via our Family of Schools funding.

All pupils with SEND will have access to Element 1 and 2 of a school's budget (up to £6,000 per year). Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with severe and complex needs, additional funding is retained by the Local Authority. This is accessed through the Family of Schools. The Family SENCO 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 funding.

In order to access this funding, the SENCO will write a bid in conjunction with the class teacher and the support staff. Every effort will be made to secure additional funding from the Family bidding process and other agencies should this be considered necessary.

Facilities and equipment would be adapted to meet the child's needs through consultation with the Parents and Carers, school child and Local Authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

The school curriculum is regularly reviewed by the Headteacher to ensure that it promotes the inclusion of all pupils. Reasonable adjustments will be made to ensure children access extra-curricular activities and school visits. This may involve 1:1 TA support if required.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s)

All pupils are encouraged to take part in **Sports Day**

No pupil is ever excluded from taking part in any activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The school follows the Nottinghamshire admissions policy

13. How does the school support pupils with disabilities?

- Our inclusive ethos prevents disabled pupils from being treated less favourably than other pupils
- We are able to provide facilities to help disabled pupils access our school, including the provision of auxiliary aids and services when necessary.

14. How will the school support my child's mental health and emotional and social development?

- All classes deliver PSHE (Personal, Social, Health and Economic education) curriculum to nurture and develop overall well-being. In-school nurture provision is available should a child require additional support with emotional or social needs. With parental consent, via the SENCO, we can access specialist support through the Rushcliffe Primary Behaviour Partnership, Children and Adolescent Mental Health Services (CAMHs) and trained Anxiety Councillors.
 - We provide support for pupils to progress in their emotional and social development in the following ways:
 - Pupils with SEN are encouraged to be part of the school council
 - Pupils with SEN are also encouraged to promote teamwork/building friendships
 - We provide extra pastoral support for listening to the views of pupils with SEN
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

i) If your child is joining us from another school the SENCO will contact the school your child is transferring from to discuss your child's needs and hold a conversation with the family. The SENCO may also visit the child in their current setting. Your child will be able to visit our school and stay for a taster session, if this is appropriate. Where possible a planning meeting will take place with the SENCO from the transferring school. The school offers a flexible transition time where pupils can attend with a staggered start to support their transition.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

When moving classes in school information will be passed on to the new class teacher in advance and a meeting will be available with parents/carers. Targets will be shared with the new teacher. Extra visits will be arranged with the new class and transition books will be made containing photos of the new staff and classroom.

In Year 6, the SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school. Your child may participate in focused sessions relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions.

If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

iii) Prepare for adulthood and independent living?

Our curriculum for pupils with SEND is adapted to include real life situations on an individual basis. This may include regular trips to local shops or farms to support real life learning and encourage independence.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Sarah Philpott (headteacher) will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

The School's complaints procedure can be accessed via this link - [procedure](#).

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak with the SENCO, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint.

The Head teacher and SENCO will work together and aim to resolve any complaints as soon as possible.

They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion

- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at [Nottinghamshire or Leicestershire](#) local offer. They publish information about the local offer on their website:

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[local SENDIASS organisations - NOTTS, LEICS](#)

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages