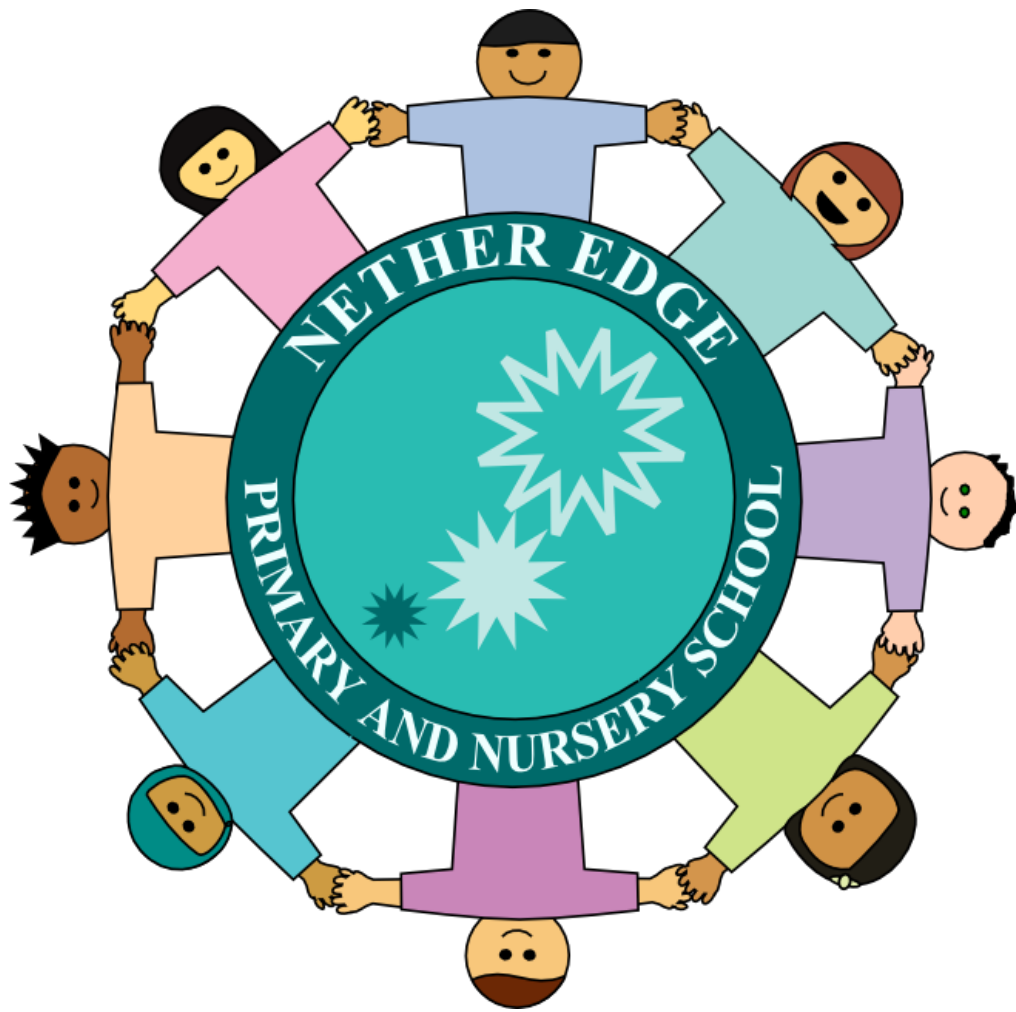


Nether Edge Primary School



Send Information Report 2016









All Merca Learning Trust schools have a similar approach to meeting the needs of Special Educational Needs, to ensure that all pupils are supported regardless of their specific needs and make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of Special Educational Needs and Disabilities being met in a mainstream school.

The purpose of this information report is to inform parents and carers about how we welcome, support and make effective provision for children with special educational needs, and / or disabilities (SEND).

A glossary of the most frequently used SEND terms is available at the end of the document.

At Nether Edge Primary we aim to:

-  make reasonable adjustments for those with a disability to increase access to the curriculum, the environment and to printed information for all.
-  ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
-  reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement (Appendix 1)
-  use our best endeavours to secure special educational provision for pupils for who 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 and Interaction
 - Cognitive and Learning
 - Social, Emotional and Mental Health Difficulties
 - Sensory and Physical Needs.
-  request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
-  ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
-  support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals.
-  work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a professional approach to meeting the needs of vulnerable learners.

What are special educational needs or a disability? (SEND)

At our school we use the definition for SEN from the SEND Code of Practice (2014)

This states:

- 🌟 A child or young person has special educational needs if he / she has a learning difficulty or disability which calls for special educational provision to be made for him / her.
- 🌟 A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- 🌟 Special education 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 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 utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to make.

WHAT IS THE LOCAL OFFER?

The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The LA Local Offer is available on the Sheffield's website through the link:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>



SEND at Nether Edge Primary School

Who are the best people in the school to talk to about my child's difficulties with learning/special educational needs and/or disabilities?

The Special Educational Needs Co-ordinator is Homaira Ibrahim (Inclusion Lead)

The SENCO is responsible for:

1. Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
2. Ensuring that you as a parent or carer are:
 - i. involved in supporting your child's learning.
 - ii. kept informed about the support your child is receiving
 - iii. involved in reviewing your child's progress.

3. Liaising with the outside agencies, who may come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
4. Updating the school's SEND register (a system for ensuring all the SEND pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
5. Providing specialist support for teachers and support staff in the school so they can help children with SEND to achieve their best possible progress.

Head Teacher: Mr Matthew Knox is responsible for:

1. The strategic vision of SEND and inclusion across the school.
2. Leading the educational development of the school and ensuring that each student's educational programme meets their individual needs.
3. Monitoring and evaluating the standards of teaching and learning and pupil progress across the school.

The Chair of Governors, Rhona Dodds, is also our SEN governor. Her responsibilities are:

1. Making sure that the necessary support is made for any child, who attends the school who has SEND.
2. Ratifying the SEND policy / report annually.

How can I let school know if I am concerned about my child's progress in school?

1. If you have concerns about your child's progress you should speak to your child's class teacher initially.
2. If the class teacher requires additional advice or support, they will contact the SENCo and a meeting will be set up.

How else may a child be identified as having a specific SEND learning difficulty?

1. The teacher continually assesses the needs of all children in their class
2. Every child is formally assessed several times per year.
3. Pupil Progress Meetings are held six times a year with teaching staff and the Senior Leadership Team. We discuss the progress of all children and identify any children who are not making their best possible progress.
4. The SENCo monitors progress of children and liaises with class teachers.
5. Interventions are then planned and set for the children.
6. These are reviewed and if a child has not responded to the intervention, we will speak to the parents.
7. A meeting will then be set with the parents and the SENCo and referrals to relevant outside agencies may be made.
8. If a child continually requires a significant amount of support and does not respond to interventions and support from outside agencies a My Plan will be completed, with involvement from the child, parents/guardians and other professionals.
9. At this stage a decision to apply for an ECHP may be taken. This will be done with the full involvement of the child, parents/guardians and external professionals.

How will the school let parents know if they have any concerns about a child's learning?

1. If your child is identified as having potential SEND, the school will set up a meeting to discuss this with you in more detail.
2. Initially the class teacher will speak to you to discuss concerns and to listen to any concerns you may have. They will discuss their concerns and your concerns with the SENCo in order to identify the support that school can offer
3. The school may suggest that your child needs some agreed individualised support in school
4. A meeting will be set up with the SENCo and parents/carers, who will discuss the support and how we can work together.
5. If further investigation is needed or involvement of an outside agency, a meeting will be set with the SENCo who will discuss the next steps with you.

If my child is new to Nether Edge Primary, how will school support my child with identified SEND?

1. You will be invited to visit the school with your child to have a look around and meet the SENCo.
2. You will also be invited to a meeting in which details of about Special Educational Needs are discussed, and in which you can ask questions relating to the school.
3. If other professionals or outside agencies are involved in supporting your child, a multi-agency meeting may be held to discuss your child's needs and to share strategies that are used. We will also contact the SENCo from the previous school to gather all information needed.
4. We may suggest adaptations for a transition period to help your child to settle more easily.
5. The staff will closely monitor the progress the child makes and discuss this with you.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and to increase your child's experiences
- Trained support staff can implement the teachers modified/adapted planning.
- Specific resources and strategies will be used to support your child. This may be on an individual, group or whole class situation, so that they can learn most effectively and become independent learners.
- Teaching will include any targets or suggestions made by outside agencies, when appropriate.

Targeted Support and Interventions

At Nether Edge Primary we have a range of Interventions led by trained staff. They include:

- Stories for Talking in EYFS • LEAP (Speech and language intervention)
- NIP and VIP (Speech and Language intervention)
- First Class in Number
- Talk4 Number
- Project X Code (reading intervention)
- Switched on Writing
- Switched on Reading
- Word Blaze spellings
- Shining Stars (emotional needs)
- Individualised Learning Group (based on Nurture Group principles)

Targetted support also includes short programmes designed by teachers or the SENCo to meet an identified need

- Children will engage in group or individual sessions with specific targets to help them to make progress. These are recorded on an Individual Education Plan (IEP) if necessary.
- All interventions are planned under the guidance of the SENCo/Inclusion Team and class teachers are kept informed.
- All interventions are monitored and reviewed by the SENCo/Inclusion Team.
- Parents will be informed when their child is accessing an intervention and of the progress that the child has made.








Specialist groups run by outside agencies

This may be from Local Authority central services such as:

1. Learning support (Fusion) for children with learning difficulties.
2. Service for Deaf and Hearing Impairment (HI)
3. Service for Visual Impairment (VI)
4. Speech and Language Therapy service (NHS service) (SALT)
5. Sheffield Educational Psychology service
6. Occupational Therapy
7. Children with a diagnosis of Autistic Spectrum Disorder (ASD) may receive support from the ASD Outreach Team

For your child this would mean you will be asked to give your permission for the school to refer your child to an outside agency e.g. a Speech and Language Therapist, Learning Support or Educational Psychologist. This will help the school and yourself further understand your child's particular needs and be able to support them more effectively.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

-  Making changes to the way your child is supported in class e.g. individual support from a member of staff or changing some aspects of teaching to support them better.
-  Setting clear targets which will be reviewed and used to evaluate progress. These will be recorded on an IEP.
-  Being in an intervention group led by school staff under the guidance of the outside professional.
-  Being in an intervention group or individual work directly with the outside professional.
-  If a child does not respond to the above support and to interventions over time, they will be supported through a My Plan. This document will further outline the child's needs, and targets will be set.
-  The child's and parent's view will be included in this document
-  The school will work alongside external agencies, using the graduated approach of 'Plan, Do, Assess, and Review'.

Specified Individual support (Specialist Support)



1. This is provided for children via an Education Health and Care Plan (EHCP).
2. EHC plans are given to children who need additional support above and beyond the support outlined in the above categories. This support is available for children whose learning needs are requiring support beyond what a school would typically expect. The EHC Plan may outline the number of hours of individual or small group support your child will receive, and how the support should be used. The decision to award an EHCP comes from the LA SEND department panel.
3. An individualised curriculum where appropriate will be put into place.
4. Children will continue to receive
 - i. Quality First Teaching
 - ii. Targeted Interventions
 - iii. Support from outside agencies

How are the staff at Nether Edge Primary supported and trained to work with children with SEND?





1. As part of the SENCo's professional development the SENCo is currently working with the Locality Area SENCo and SENCo group.
2. The SENCo will support the class teacher in planning for children with SEND.
3. A programme of staff training is set in the school. This may take place during INSET days, or it may occur for specific groups of teachers or teaching assistants, during the term. It may focus on specific areas of need such as Speech and Language, Autistic Spectrum Disorder etc
4. Individual teachers and support staff attend CPD training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. the ASD Outreach service, SALT service or medical/health training to support staff in implementing care plans.
5. Individual training for an identified staff member may be put onto place, linked with the needs of an individual child with SEND.
6. Training needs may be identified through the school's rigorous performance management process.

Over the last year school staff have received a range of training at three levels; awareness, enhanced and specialist.

Whole school:

-  How to support pupils with lack of emotional awareness
-  How to support pupils with attachment

Identified staff:

-  VIP (speech and language)
-  LEAP (speech and language)
-  Phonics
-  Social stories/power cards




Specialist training:

- The school has regular visits from Speech and Language Specialists – Teaching Assistants are trained to deliver specialised programmes.
- The school has regular visits from Learning Support Specialists – reports are provided and any training that is needed is delivered directly to the staff involved/SENCo
- The school has visits from Educational Psychologist who works with staff/SENCo to support identified individuals.

How will the Pupil Voice be heard?

Prior to transition all children will complete a section of the Child Profile. This will give the opportunity to explain their likes/dislikes, things/people that help them at school and their ambitions for the future. The Child Profiles are review by the class teacher at regular termly intervals.

How will the Parents Voice be heard?

-  Prior to transition all parents will complete a section of the Child Profile. This will give the opportunity to share information about their own child about how they learn best, out of school activities that their child enjoys.
-  Regular termly drop-in sessions will be held.
-  Meetings will be set up with the class teacher/SENCo to review provision and this will be added to the Child Profile.

How will Nether Edge support me as a parent of a child with SEND?

1. There are opportunities to talk to your child's class teacher, after school is the best time, or ask to meet them.
2. The appointment can be made with the SENCo to meet with you to discuss your child's progress or any concerns you may have
3. Meetings can be arranged with outside agencies who work with children with SEND, and they can offer you advice on how best to support your child at home as well as explaining how they are supported in school.

How does Nether Edge Primary enable children with SEN and/or Disability to engage in all our activities?

Pupils with medical needs –

1. Detailed care plans are compiled with support from the school nurse/specialist nurse and in consultation with parents or carers.
2. On-going training is delivered by an appropriate health professional e.g. diabetic nurse, cystic fibrosis nurse, epilepsy nurse.
3. Where necessary and in agreement with parents/cares and health professionals medicines can be administered in school. A signed medicine consent form is required to be signed.
4. We have a number of key persons in school who have first aid training.







Is Nether Edge Primary physically accessible to children with SEND?

The school is not accessible to children with physical needs due to there being steps for access to any part of school.

The school provide space for the identified needs for children. e.g. workstations for children with ASD.

We have an “anticipatory” duty of care and work closely with health and educational professionals, parents/carers to accommodate a pupils needs and ensure a smooth transition to our school.

How does Nether Edge Primary develop children’s’ social emotional skills?

1. Aspects of personal, social and emotional development includes; making relationships, self-confidence and self-awareness, and managing feelings and behaviour
2. Social and emotional skills are important for good mental health and wellbeing, learning, motivation to achieve and cooperate, and the development of values.
3. Through staffs responsive, warm and trusting relationships with children, staff nurture children’s social and emotional skills development.
4. Staff use intentional teaching and make the most of spontaneous opportunities, children’s social and emotional learning is enhanced.
5. Through adult led and child-initiated activities children develop skills to;
 -  Play co-operatively and take account of one another’s ideas about how to organise their activities;
 -  Show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children;
 -  Become confident to try new activities and speak in familiar group, talking about their ideas;
 -  Talk about their own and others feelings, behaviour, and its consequences, and know that some behaviour is unacceptable;
 -  Work as part of a group or class, and understand and follow the rules;
 -  Adjust their behaviour to different situations, and take changes of routine in their stride.

How does Nether Edge Primary measure my child’s progress and how will I know?

1. Your child’s progress is continually monitored by his/her class teacher
2. Their progress is reviewed formally several times per year.
3. Parent consultations are held three times per year and your child’s targets will be then shared with you.
4. Formal end of year reports are provided.
5. Interventions are reviewed termly

6. If your child has an IEP support plan, we will review and set targets up to three times per year.
7. If your child has an EHC plan or a statement, their progress of children with an EHC Plan or statement is formally reviewed at an Annual Review with all adults and young person as appropriate, who are involved with your child's education.

How will Nether Edge support my SEND child when they are leaving this school, or when moving on to another class (transition)?

If your child is moving to another school:

1. A planned transition programme will be put into place for pupils which provides a number of opportunities for pupils and parents to meet staff in the new school. Child profiles, SEND Grids and My Plans will be shared at this time as well as any reports from external agencies.
2. Parents will be encouraged to consider options for the next phase of education and will involve reports/meetings with outside agencies, as appropriate.
3. We will make sure that all records about your child are passed on as soon as possible
4. The SENCo's from both schools will meet to discuss the needs of the pupils with SEN in order to ensure a smooth transition.

When moving classes in school:

1. Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher
2. If your child would benefit from having a transition booklet, which outlines what to expect in their new class, this will be arranged for them.

In Year 6:

1. If your child has a statement/EHC plan, the SENCO from the secondary school will be invited to attend the annual review or a transition meeting
2. We will run transition sessions for your child to attend, which will support their understanding of transitions and any changes ahead
3. Where possible your child will visit their new school and in many cases staff.

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

- The school receives funding to respond to the needs of SEND
- The funding is used to provide the equipment and facilities to support pupils with SEND and might include:
 - Targeted differentiation to increase access to text (extra copies of books, ICT software, different recording strategies etc.
 - In class, adult or peer support aimed at increasing skills in specific areas of weakness.
 - Out of class support through interventions, nurture room etc.
 - Specific support, through external agencies, equipment etc.
 - Small group tuition
 - Partnership working on site and off site
 - Access to targeted before/after school clubs
 - Access to learning mentors
 - Access to school nurse and wider health professionals
 - Implementation of strategies from support agencies

Complaints

In the unfortunate event that any parent/carer of a child with SEND is dissatisfied with the provision made at school and wishes to make a complaint,

1. They should in the first instance raise it with their class teacher, who will try to resolve the situation.
2. An appointment can be made to speak to the Head teacher or SENCO, who will attempt to resolve the situation or be able to advise on formal procedures for complaint.

Glossary of the most used SEND terms

ADHD	Attention Deficit Hyperactivity Disorder
ADD	Attention Deficit Disorder
ASD	Autistic Spectrum Disorder
EP	Educational Psychologist
SEMH	Social, Emotional, Mental Health
OT	Occupational Therapist
CAMHS	Child and Adolescent Mental Health Service
HI	Hearing Impaired
SEND	Special Educational Needs and/or Disability
VI	Visual Impaired
SENCo	Special Educational Needs Coordinator
LEA	Local Education Authority
SALT	Speech and Language Team
MLD	Moderate Learning Difficulties

Contacting us:

Telephone: 0114 2550926

Email: enquiries@netheredge.sheffield.sch.uk

Website: <http://netheredge-sheffield.frogos.net/>

Head Teachers: Matthew Knox

SENCOs: Amy Portier

Learning Mentor: Kurshid Ahmed

APPENDIX 1.

DfE Inclusion Statement

4. Inclusion

Setting suitable challenges

4.1 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

4.2 Teachers should take account of their duties under equal opportunities legislation that covers disability, race, religion or belief, sex and sexual orientation.

4.3 A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEN Code of Practice will include advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice will outline what needs to be done for them.

National Curriculum Framework July 2013