



Edgewood Primary School

Building skills and values for life

SEN Information Report Regulations

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- i) Join the school?
- ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?
- iii) Prepare for adulthood and independent living?

18. Where can I access further information?

Appendix 1

Useful Vocabulary

SENDCO – Special Educational Needs Coordinator

ILP – Individual Learning Plan

EHCP – Education Health Care Plan

SEND – Special Educational Needs & Disabilities

CAMHS - Child and Adolescent Mental Health Service

TA – Teaching Assistant

HLTA – Higher Level Teaching Assistants

PSHE – Personal, Social & Health Education

Contact details

Headteacher Mr Ed Seeley

Special Education Needs & Disabilities Co-ordinator (SENDCo) Mrs Donna Bradley

send@edgewood.notts.sch.uk

Link Governor Mr Chris Blount

Should you have a query or concern, please do not hesitate to contact school at office@edgewood.notts.sch.uk or telephone 0115 956 1337

1. What kinds of special educational needs does the school make provision for and what is the impact?

Edgewood Primary school is a mainstream school. We make provision for children with special educational needs and disabilities as identified in the SEND Code of Practice 2014. These include Cognition & Learning needs such as dyslexia, Physical and Sensory Needs such as cerebral palsy, Communication and Interaction needs such as Autism, and Social, Emotional & Behavioural needs, such as Attention Deficit Hyperactivity Disorder. The examples given are purely illustrative and do not fully outline the current needs of children on the SEND register. Please consult with us for any other needs not listed.

Statutory assessments at the end of Key Stage 2 demonstrate pupils with SEND achieve better than their peers across the local authority in Grammar, Punctuation & Spelling, Reading and Maths

2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

A child may or may not have a specific diagnosis and will be considered to have individual needs where one or more of the following apply:

- a) The child has a disability that has a negative/ significant impact on their learning. This includes difficulties with communication and interaction, cognition and learning, behaviour and emotional wellbeing, sensory and physical development.
- b) The child has significant delays in progress, having had appropriate support at home and school to support their needs.
- c) The school considers the child's progress to be vulnerable due to specific circumstances in their life.
- d) The child requires a health care plan.
- e) Specific needs are highlighted by the GL Screener tool (reports on probability of a child having dyslexia).

If you think your child has special needs then you should consult with the school. We welcome your advice and information about your child and will arrange a meeting with you to share our experience of your child's needs. This may require the involvement of other agencies and we will seek your permission if, together, we agree to ask other agencies for their assessment. These steps are carefully planned with you.

Staff monitor the progress of all students using formative and summative assessment, for example, test scores in Reading, Writing and Maths. When a child's learning is a concern, quality first teaching, with appropriate targeted differentiation are delivered, according to pupil need. This may involve a child accessing different work to their peers or using additional resources, such as grapheme frames and counters.

Concerns may also be raised from learning walks, lesson observations, Pupil Premium reviews, parental concerns and a pupil self-referral. Contact details can be located at the end of this report.

3. How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The effectiveness of provision is evaluated by class teachers, TA's, the SENDCO, Senior Leadership Team and the governing body. This information is transferred to the school development plan.

Class teachers will monitor their children's provision, making half termly plans for children with SEND, providing adaptations as required. They may write an individual programme for a child with SEND and request specific resources to be used. ILP's will be written through a consultation process that will involve all stakeholders, including parents, staff and outside agencies. Children will be involved in this process to ensure that their point of view is considered and, where possible, targets match needs they have also identified and agree to work on.

Edgewood Primary School is part of the Holgate network of schools. The family SENDCO, alongside various specialist professionals are available to observe children and offer staff advice and training. The SENDCO regularly meets with SENDCO's in the locality to discuss best practice and new initiatives. Our school reports annually to the family SENDCO concerning the main priorities for SEND pupils,

TA's run interventions for SEND pupils who will benefit from this work. These are tracked to measure their success. The SENDCO will monitor interventions being used to address individual children's need and track progress made. Also, groups of need may be monitored to assess the impact of the school provision for dyslexic children / ASD children etc.

4 How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. Staff are able to give feedback to SENDCO and HLTA's through training opportunities, on-going discussions, formal reviews of children's progress and ILP review meetings. Staff manage progress data for all pupils using school systems, such as BSquared. Strategies used in the classroom will be shared with parents and carers.

SEND Pupils are able to give feedback through informal discussion about targets and progress. Pupil questionnaires are used up to three times a year as part of the ILP review process. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Parents are invited to give feedback at ILP reviews, where other professionals may also attend. Their comments are recorded on the ILP. If Parents are unable to attend

they will get a copy of these targets and an opportunity to talk with the class teacher at the standard parents evening, which take place biannually, via TEAMS. All parents and carers are invited to a subsequent open evening to view their children's work and speak to the class teacher. During this time, HLTAs run drop in sessions to show resources that could support your child's needs. They may also meet informally during the year to give ideas and resources you can use at home. Child and parent surveys may also be used to assess impact of changes made to provision. Informal discussion happens throughout the year when required.

Please view the easy guide in appendix 1.

All parents are encouraged to read with their child and actively support the use of Maths Shed and Spelling shed in Years 1-6. When children are highlighted with gaps in their skills, for example, organisation, memory or vocabulary, this will be recorded on their ILP. Staff will suggest simple games or resources that can be accessed at home.

Where a child has an Education Health Care plan, the school will hold an annual review which you will be invited to attend. This will run in similar ways to the reviews above, but will review the statement or Education Health Care plan. Any changes needed can then be suggested and submitted to the local authority so changes may be made.

School support all pupils using the graduated response approach. Where applicable, school may be required to apply for additional funding to support your child, or apply for an Education Health Care Plan.

5. What is the school's approach to teaching pupils with special educational needs?

Needs are approached on an individual basis. Some children respond best to working within a whole class environment, others need a small group approach at targeted times outside the classroom. In some cases, individual support is needed. A balance of approaches is considered, based on the child's needs and taking into consideration appropriate use of the school budget. In all cases, good communication with the children and parents is maintained.

The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Some children may participate in interventions on a 1:1 or small group basis and, where appropriate personalised provision through targeted, time-limited programmes. Personalised provision can also be implemented by providing adapted resources, such as sensory equipment, coloured whiteboards, use of iPads and chewelry. Conversations with the child, parents and carers are at the centre of the process.

All children participate in the school curriculum, with adaptations being implemented when required. Children with SEND may also have a personalised curriculum with a focus on life skills, such as baking and gardening. NEXT Level Sports include all children in their PE sessions and provide an extra session for some pupils with SEND needs. Where required, a TA will support a child with SEND to access their PE session. This may involve a differentiated activity, a smaller number of children in the group, adapted equipment, or the specific instructions communicated 1:1.

6. How will the curriculum and learning be matched to my child/young person's needs?

Children with SEND may need a different pace of learning for specific aspects of their development. This will be assessed by staff and parents, with targets set to enable small steps of progress. In many cases, this can be delivered by the class teacher who will plan learning at a range of levels and will deliver this each session. Where more specific interventions are needed, small groups or individual learning sessions may take place alongside whole class learning. In some cases, adaptations to building and specialist equipment may be needed to support access to learning. This will be coordinated by the SENDCO. This provision is then reviewed formally during the ILP process or earlier if required.

7. How are decisions made about the type and amount of support my child/young person will receive?

Class teachers will assess each child's needs, including children with SEND. They will discuss additional support needs with their team so that TA support is deployed effectively. The SENDCO may oversee aspects of this process and can offer advice. Additional funding can be sought from the family of schools by following specific funding criteria and outlining how the funding will be utilised in school. Where a child has an Education, Health and Care plan, parents may have a role in funding support decision making.

8. How will my child/young person be included in activities outside the classroom, including school trips?

Every reasonable effort will be made to ensure that all children can access any curricular provision in or out of school. Needs are considered at the planning stage and where trips are involved, staff complete a rigorous pre-visit report to consider any specific needs

including those of children with SEND. Where adaptations are not possible, alternative provision will be made with parents being consulted or informed.

9. What support will there be for my child/young person's overall well-being?

A pupil's well-being is central to their success in school. Staff constantly monitor all pupil's well-being, make adjustments and plans to address identified needs. Where more specific / complex needs arise staff may set targets, request support from our pastoral support staff or request involvement from an Educational Psychologist. In some cases, external agencies may become involved such as CAMHS. Any support from external agencies will only happen with your knowledge and agreement.

All pupils participate in PSHE lessons and daily Take Five breathing exercises to support well-being. Staff use the Boxall and Motional programs to help identify a child's mental health need, and where appropriate, will plan to support the child with suitable strategies. The young person is at the centre of this process and will be involved in all aspects, including the planning stage.

10. What training have staff supporting special educational needs received and what is planned?

Staff meeting time is dedicated, every year, towards training staff on SEND strategies and interventions. Our staff are specially trained in a variety of SEND needs, including Autism, Interoception Awareness, Whole Word Approach to Reading, Speech development, Funfit, Personal & Intimate Care, Approaches for children with Hearing Loss, Touch typing and Dyslexia. The examples given are purely illustrative and do not fully outline the expertise of our staff. Continual professional development is very important to our staff, who share good practice across the school. Outside agencies, such as SFSS (Support for Families & Services to Schools), advise on further training where applicable.

Edgewood Primary School also has a high skilled pastoral team who are able to offer short term and long-term support for children whose well-being may be significantly affected by unforeseeable factors. Staff are trained to deliver ELSA (Emotional Learning Support Assistant), ARNA (Anxiety Related Non-Attendees), Managing Emotions, Positive Play and Forest Schools.

Specific Interventions staff are trained to deliver

The list below provides examples of interventions our school delivers for our pupils.

- Early Years Talk Boost
- Talk Boost
- Time to Talk
- Phonics Booster
- Switch on Reading

- Switch on Writing
- Funfit
- Touch typing
- Sensory Input
- Lego Therapy
- Managing Emotions
- Positive Play
- Interactive Music
- Attention Autism
- Word Blaze
- Memory Magic
- Child specific NHS programmes of support, such as physiotherapy, occupational therapy and speech and language

Edgewood Primary school also has The Treehouse, which is a small, indoor sensory space, for pupils to access when they require sensory input.

11. What specialist services and expertise are available or accessed by the school?

The school has access to education support services including specialist teachers, educational psychology and behaviour management advisers. Services outside of education are accessed including Speech and Language Therapy, CAMHS, paediatricians and specialist nursing teams. These are just a few of the agencies that support children. In some cases, social care may be involved. The following services will be involved as and when is necessary:

- Educational Psychology
- Healthy Families Team
- Education Welfare Officer
- Speech and Language Therapy
- Occupational Therapy in conjunction with Physiotherapy
- School and Family Specialist Service (SFSS)
- Physical Disability Support Service
- Community Paediatrician
- Child and Family Services
- Social Care
- Health Staff at the Children's Centre at Nottingham City Hospital
- CAMHS

12. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school/setting?

Adaptations to the building to support a child with SEND are accessed via Physical Disability Support Service at the request of the school for an assessment. Specialist equipment may be accessed via Physical Disability Support Service, again following

assessment. The school allocates a resources budget for SEND. The building is ground floor level only with wheel chair friendly access to all classes. No areas in school have steps, and access to the school from the road can be made via ramps as well as steps.

13. What are the arrangements for consulting young people with SEN and involving them in their education?

All pupils in school are encouraged to make choices about their learning. This is part of the learning process. As part of this process, all pupils have learning targets which are discussed and agreed with them. For pupils with SEND, targets are presented in a child friendly way using language/ pictures they understand and with rewards that they decide. The emphasis is on children deciding what they want to learn and helping establish small steps so that they soon get their reward and feel successful. Prior to reviews pupils will take part in an informal conversation about their likes, dislikes, progress etc . These can be used in termly reviews so that the child's views are used in the process.

14. What do I do if I have a concern or complaint about the SEN provision made by the school?

We welcome your concerns and encourage you to come and let us know earlier rather than later. You can chat to your child's teacher informally, which may be a quick and easy way forward. For more difficult concerns or complaints, you may wish to speak to the school SENDCO. See complaints procedure on school website for specific guidelines.

15. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

This role is designated by the Governing Body to the job descriptions of the SENDCO, Pastoral Support Person and the designated person for social care matters (head teacher). These 3 roles attend meetings run by health, social care, local authority support services and voluntary organisations and invite them to attend meetings in school. You will usually attend these meetings by written invitation e.g for a child's ILP review. On rare occasions a professional meeting may take place with these organisations to which you would not be invited.

16. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

At meetings with you, we may provide information about services / organisations that you might like to contact. We may contact these on your behalf if you wish. When staff contact outside agencies for support, parent/carer permission will be required.

17. How will the school/setting prepare my child/young person to:

i) Join the school?

We will meet with you in school prior to your child joining us. That will provide a chance to share information and agree how your child will start. If needed, a staggered start can be agreed to help familiarise your child with their new school.

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

As children move on to a new school they may need additional visits so they get to know staff and buildings. This process will be discussed and agreed with you. Our staff will support the child on initial visits as they get to know designated staff who will be supporting them in their new school. Photos and school websites are frequently used to help explore the new school from the child's current school. Where possible, children are supported alongside other children who may also be moving. Also, you may wish to accompany some visit so you are familiar too. These arrangements are called a transition plan. The plan is written specifically for your child.

iii) Prepare for adulthood and independent living?

As we are a primary school, we are investing in children's future. We aim to teach children skills for their future. For SEND children, a programme specific to the child's need may be needed. This will develop over time. This means that the child's curriculum may be personalised.

18. Where can I access further information?

Our policies and procedures can be found on our school website

<http://www.edgewoodprimaryschool.co.uk/>

Information about the Local Offer is posted on our website and can be found by following this link

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9> School keep parents up to date with online leaflets about new events occurring.

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Appendix 1 Edgewood Primary Schools quick guide to the SEN process.

