



Nursted Community Primary School Special Educational Needs & Disability Annual Information Report 2024-2025

What is the SEND Annual Information Report?

The Special Educational Needs and Disability (SEND) Information Report describes what help, support and services are available for children with SEND and their families in our school. The Governing Body will review the policy annually.

What should I do if I think my child has special educational needs?

If you think that your child may have special educational needs, please speak to the class teacher in the first instance who will discuss your concerns with the school Special Educational Needs Coordinator (SENCO), Miss Jasmine Kennedy.

Stages of Support

School SEND Concern

The class teacher will complete a 'School SEND Concern' form and share this with the SENCO. A meeting will then be arranged with yourself, the class teacher and the SENCO to identify the best way forward. Following the meeting, the SENCO will conduct initial assessments to inform the nature and level of support required by the child. Short-term interventions may be recommended. The SENCO will identify if the child has significantly greater difficulty in learning than the majority of others the same age, or has a disability, which prevents or hinders him or her from making use of educational facilities. If they do, then we will start a Support Plan for them. If they do not we will suggest additional strategies or support that can be put in place in the classroom as part of Quality First Teaching, or at home by parents or carers to ensure the child continues to make good progress.

SEND Support Plan

If short-term intervention does not address the issues raised and greater needs are identified, the child will be placed on the Special Educational Needs & Disabilities Register. All children on the SEND register will have an SEND Support Plan, which details the support a child will receive and the targets that have been set for them.

My Support Plan

In some cases, additional and more specialist support will be sought through a referral to an outside agency. In this instance, children may be moved on to a more detailed My Support Plan which includes the views and recommendations of outside agencies and professionals.

EHCP

In some cases, despite implementing professional advice and implementing a wide range of strategies, a child's needs may not be met through a My Support Plan. In this instance, the school or parent may apply for an Education, Health and Care Plan to receive additional funding and support. To meet the requirements for an EHCP, a My Support Plan must have

been in place for a year and the child will already be in receipt of a frequent and high level of adult support to meet their needs.

Our Graduated Response for Learners

We follow the Wiltshire Graduated Response to SEND Support. This allows us to identify, assess and record the needs of children requiring special educational provision. It supports the planning and recording of appropriate provision and provides guidance for reviewing progress. This involves:

- Continual monitoring of the quality of teaching
- Identifying and tracking the progress of children that require support to catch up by monitoring and tracking progress and attainment using a variety of tests and assessment tools
- Identification of children/young people requiring SEND Support and initiation of “assess, plan, do, review” cycle
- All children identified as requiring SEND Support or with an Education, Health and Care Plan are on our SEND Register
- Consideration of an application for an Education, Health and Care Plan.
This will happen, when, despite the following having taken place: an “assess, plan, do, review” cycle, a request for external specialist support, implementation of a My Support Plan and where no progress has been achieved.

The Assess, Plan, Do, Review Cycle

For children on our record of need, an “assess, plan, do, review” cycle will be established in partnership with the child, their parents/carers and the class teacher. Please see our SEND Policy for further details.

Provision made for children at our school has been designed to cater for their individual area of need. Below we have set out the things that we are able to offer if required to support a child.

Support for Children with Communication and Interaction needs

Specialist support from outside agencies, 1:1 provision, small group interventions, Teaching Assistant (TA) support at break and lunchtime, communication aids, Speech and Language Therapy, Lego Therapy and social stories.

Support for Children with Cognition and Learning needs

Specialist support from outside agencies, 1:1 provision, pre teaching, focus groups, specific interventions, in class support, alternative methods of recording, daily reading and precision teaching.

Support for Children with Social, Emotional and Mental Health needs

Specialist support from outside agencies, 1:1 provision, Emotional Literacy Support Assistant (ELSA) programme, Thrive Approach, Parent Support Advisor (PSA), bereavement support, Positive Behaviour Plans and input from the Behaviour Support team.

Support for Children with Sensory and/or Physical Needs

Specialist support from outside agencies, 1:1 provision, physiotherapy, alternative methods of recording, TA support at break and lunchtime, use of specialist equipment, handwriting interventions and fine/gross motor skills programme.

How will my child be involved in the process and be able to contribute their views?

Every stage of the SEND process allows for the child’s voice to be heard and their views formally recorded. If appropriate, we encourage children to attend meetings so their views can be heard first hand by all involved. For some children, who are less able to share their views verbally, we will use alternative strategies e.g. pictures, questionnaires, social scripts or ICT. All children will have a ‘Pupil Passport’, a simple summary of what is important to them child and how they should be supported.

What opportunities will there be for me to contribute my views as a parent/carer?

| <u>What</u> | <u>Who</u> | <u>When</u> |
|---|-------------------------|-----------------------|
| Informal Discussions | Individual pupils | As necessary |
| Parents’/Carers’ Evenings/Reports | All pupils | Autumn and Spring |
| Start of year SEND meeting | Pupils on SEND register | Annually in September |
| Mid-year SEND review meeting | Pupils on SEND register | Annually in March |
| End of year SEND review meeting | Pupils on SEND register | Annually in July |
| Education, Health and Care Plan annual review meeting | Pupils with EHCPs | Annually |

How do we monitor the quality and impact of SEND provision at our school?

We monitor the quality of provision by reviewing the recording of outcomes produced regularly against children’s SEND Support Plan targets, analysing mid-year data, pupil progress meetings, learning walks, book looks, regular reviews and meetings with parents/carers and collaboration amongst staff.

We measure the impact of this provision by analysing data against national averages, and analysing progress made against targets set in individual SEND Support Plans.

At a whole school level we also measure impact three times a year when we review the progress we are making towards our SEND Action Plan by Rag Rating the success criteria and actions and annotating as necessary.

How will the school prepare and support my child when joining the school or transferring to a new a school?

We support the transition from our closest pre-school – Little Bears and other local nurseries into our Reception class by: ensuring good communication with pre-school settings, visits with

our Early Years Foundation Stage (EYFS) teacher, home visits, individual meetings or telephone calls with parents/carers of children with SEND, providing parents/carers and children with images and videos of the setting and key adults.

We help children to make the move from the EYFS to KS1 by holding transition meetings between class teachers, organising a 'Move up Morning', to allow children to meet their new teacher/classroom and sharing previous provision and support. We support the transition from KS1 to KS2 in a similar way.

The transition from year 6 to secondary school is supported through regular contact with staff from secondary schools, particularly SENCOs, visits from secondary school staff members, the handing over of work/records and regular opportunities for our year 6 children to visit their new setting. When a child moves to another school we complete a full handover of work/records as well as discussions to ensure a clear understanding of the child's needs. Additional visits are arranged for those children with SEND who need them.

What training and experience do staff have for the additional support my child needs?

Our SENCO has experience supporting children with SEND and has completed the relevant qualification required to hold a SENCO post. In addition, the school employs staff who have the expertise to support the four broad areas of need. Examples of staff training this year include:

- 'Targets Explained' Speech and Language Therapy training
- Attachment Theory and Mental Health: A Practical Guide for Primary Schools
- Restorative Practice with the Behaviour Support Service
- Senior Mental Health Lead training
- The Hearing Impaired Child
- Whole school training on Provision Map.

How are support staff deployed?

Support staff are deployed in a number of roles including classroom support, 1:1 provision inside and outside the classroom, 1:1 or small group interventions, playground support, and lunchtime support.

We monitor the quality and impact of this support by reviewing performance, communicating with children, parents/carers and staff, monitoring provision and reviewing progress and attainment against targets on SEND Support Plans.

Who else may be involved in supporting my child?

At our school, we involve a wide range of local authority services and voluntary sector organisations to meet the needs of our pupils with SEND. These services offer support, carry out observations, assessments and provide specialist advice.

Other professionals that work with our school include:

Educational Psychologist Service

Educational Welfare Officer
Specialist SEND Service (SSENS)
Paediatrician
Occupational Therapy Service
School Nurse Team
Speech and Language Therapy Service
Physiotherapy Service
Travellers Education Service
Wiltshire Young Carers Service
Family Support Workers
Community Health Services – Virgin Care
Behavioural Support Service
Sensory Impairment, Physical and Medical Service
Children and Adolescent Mental Health Service (CAMHS)

How are children with SEND enabled to engage in activities available to children without SEND?

We encourage all children to engage fully in all aspects of school life. We do not see SEND as a barrier to accessing the full curriculum and ensure that children with SEND are fully included in all activities whenever possible, in order to promote the highest levels of achievement. We also ensure that all pupils have access to the school curriculum in a way that is accessible for them, making adjustments as necessary. We ensure all children with SEND feel a sense of achievement by making sure that work is set at an appropriate level with suitable support in place. We recognise achievement in class on a day to day basis and during our weekly celebration assemblies. Finally, when planning activities such as school trips, children with SEND are considered to ensure they can fully participate in a safe manner.

How do we support social and emotional development?

We believe that high self-esteem is crucial and aim to support and promote the emotional wellbeing of all children. On a daily basis the class teacher is responsible for the pastoral care of every child in their class, therefore this would be the parents'/ carers' first point of contact should further advice or support be required. The school has a designated Senior Mental Health Lead who is contactable via the school email address. We are able to offer ELSA support by our Emotional Literacy Support Assistant: Mrs Mowat who works three afternoons a week.

In addition we have a Parent Support Advisor (PSA), Lisa Foster who works with families to provide extra support when needed. The PSA can be contacted by email at Lisa.foster@nursted.wilts.sch.uk. She is also able to offer direct support to some children with identified needs.

Where children have additional difficulties, they may receive small group or 1:1 additional support. This may help children overcome bereavement/loss, difficulties with friendships or anxiety issues.

Who can I contact for further information?

General information relating to SEND can be found on the school website, including within the SEND policy, the school's SEND Local Offer and our agreed 'Supporting Pupils at school with Medical Conditions' Policy. The Local Authority's Local Offer is signposted from the school's website.

What do I do if I have a complaint about SEND provision?

Please contact your child's class teacher in the first instance to see if the issue can be resolved. If you are still concerned, then please contact our SENCO (Mrs. Amy Pretlove) or the Headteacher (Mrs. Kay Vousden). Anyone wishing to make a complaint with regard to SEND support and provision should contact the Headteacher, Mrs Vousden, via email head@nursteed.wilts.sch.uk or should follow the Complaints Policy, which can be found on the website.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mrs. Kay Vousden.

The Designated Children in Care person in our school is Mrs. Kay Vousden.

The Local Authority's Offer can be found at <https://www.wiltshire.gov.uk/local-offer>

Our school documents can be found on our website, including:

- Accessibility Plan
- SEND Policy
- SEND School Offer (our contribution to the Local Offer)

Our SEND Policy, School Offer and Annual SEND Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

Details of how we keep children/young people safe can be found in our Safeguarding Policy which can be viewed on the school website.

Key of terms:

EHCP – Education, Health and Care Plan

SENCO – special educational needs coordinator

SEND – special educational needs and disabilities

EYFS – Early Years Foundation Stage

PSA – Parent Support Assistant

ELSA – Emotional Literacy Support Assistant

This Information Report for SEND should be read in conjunction with other relevant policies including:

- SEND Policy
- Safeguarding and Child Protection Policy
- Administration of Medication