

# **Special Educational Needs Information Report**

## **2022-2023**

### **NELSON PRIMARY SCHOOL**

Nelson School is a mainstream primary school in Whitton. We are at the centre of our local community and encourage respect and celebration for the diverse needs, beliefs and cultures within it.

Our aim is to give each child the best preparation for life in a changing environment, promoting the values for continual learning, tolerance and respect for self and others. We are committed to helping children become life-long learners by developing transferable skills to equip them to succeed in the 21st century. We believe that every child can fulfil their potential and are committed to children's wider well-being.

**'Nurturing One Another, Discovering Together, Inspiring All'**

This document is written in line with the requirements of: Part 3 of the Children and Families Act 2014 SEN Code of Practice 2014 The Special Educational Needs and Disability Regulations 2014 The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49 The Order setting out transitional arrangements, Section 137 The Equality Act 2010

**Purpose:** This document is intended to provide clear, comprehensive and accessible information about our SEND provision and should be read in conjunction with the following policies: **Behaviour Policy, Assessment Policy, Equalities Policy, Safeguarding Policy, Complaints Policy, Communication Policy and any other policies that are relevant to SEND issues in the school.**

**Definition of SEND:** The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty if they: Have a significantly greater difficulty in learning than the majority of others of the same age; or Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Latchmere Academy Trust is committed to providing a supportive and caring environment, in which all children feel valued and secure. Our core aim is to ensure “excellence for all” through the quality of provision we offer, overcoming barriers to learning and by responding to pupils’ diverse needs. We are dedicated to improving outcomes and having high expectations for all children with Special Educational Needs and Disabilities. We understand that all children are entitled to an education that enables them to: Achieve their best to become confident individuals living fulfilling lives; and – Make a successful transition into adulthood, whether into employment, training, further or higher education.

## **1.The kinds of special educational need for which provision is made at Nelson Primary School.**

Special Educational Needs are broadly defined by the following four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or Physical Needs

At Nelson, we can generally make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance dyslexia, dyspraxia and behavioural difficulties.

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice from outside agencies, such as Speech and Language Therapists and Educational Psychologists.

The school also currently meets (and has previously met) the needs of pupils with an Education, Health and Care plan (EHCP) with the following kinds of special educational need: Autistic Spectrum Disorder, Specific Learning Difficulties, Speech, Language and Communication Needs and Visual Impairment.

The admission arrangements for pupils without an Education, Health and Care Plan (EHCP) do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

## **2. Information about the policy for identification and assessment of pupils with SEND**

At Nelson, we assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages where appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with identifying the strengths and needs of the child. We then consider the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupils and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

To make sure that every child's needs are met, we follow the graduated approach and four-part cycle of Assess, Plan, Do, Review. This draws on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour for learning
- The individual's development in comparison to their peers and national data
- The views and experience of parents and the pupil's own views

If it is felt that your child will benefit from additional targeted support and intervention (such as maths or English work, friendship groups or play therapy sessions), you will be notified and appropriate support will be organised. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The support is recorded using a Plan Do Review document. This gives details of what has been put in place. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress; this is known as the Assess, Plan, Do, Review cycle.

At times it may be necessary to consult with outside agencies to receive more specialised expertise and advice. The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into an individualised support plan and reviewed regularly, and refined/revised if necessary. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she

will no longer be identified as having special educational needs. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

All interventions are monitored and reviewed to identify what impact they have had on a pupil's educational progress. This would involve discussions with the class teacher, parents and Inclusion Lead through the Code of Practice (CoP) 'Assess, Plan, Do, Review' model.

### **3a. How we evaluate the effectiveness of the provision made for pupils with special education needs**

With or without an Education, Health and Care Plan, regular monitoring and review will focus on the extent to which planned outcomes have been achieved.

Views of the pupil, parents and class teachers will be considered. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- similar to that of children of the same age who had the same starting point
- matching or improving on the pupil's previous rate of progress, which allows the attainment gap to close between the pupil and children of the same age

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

An overview of the effectiveness of provision across the school is written on a yearly basis and shared with SLT and governors. This evaluation informs what intervention/provision should be put into place for the following academic year.

### **3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the school has their progress tracked regularly. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress. This is done in 'Pupil Progress' meetings, which are held throughout the year and are attended by members of the senior leadership team, SENDCo, class teachers and support staff as necessary. If these review meetings do not show adequate progress is being made, the support plan and planned outcomes will be reviewed and adjusted.

### **3c. The school's approach to teaching pupils with special educational needs**

Our approach to teaching children with special educational needs is based on two principles: 'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014) and 'All teachers are teachers of pupils with special educational needs' (SEN CoP 2014)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (CoP 6.34) We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum and Early Years Foundation Stage the school employs alternative teaching approaches, as advised by internal and external assessments e.g. one to one tutoring, precision teaching, small group teaching, use of ICT software and learning packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEN funding'. The class/subject teacher will remain responsible for working with the pupil on a daily basis.



### **3d. How we adapt the curriculum and learning environment for pupils with special educational needs**

The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children. At Nelson, we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans. As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, staff and governors regularly review the curriculum, training available and required and any building improvements needed.

### **3e. Additional support for learning that is available to pupils with special educational needs Schools receive funding for SEND pupils.**

This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND and is evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In some cases, a very high level of resource is required. In this case the school may request 'top up' funding from the Local Authority. The Head Teacher has the final say in the use of the personal budget within the school.

### **3f. Activities that are available for pupils with special educational needs, in addition to those available in accordance with the curriculum**

All clubs, trips and activities offered to pupils at Nelson are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. The school also provides additional lunch and playtime cover as appropriate for children with SEN. Some examples of adaptations made are:

- Books with enlarged print
- Dyslexia friendly reading books
- Tinted overlays
- iPad keyboards for use in class

### **3g. Support that is available for improving the emotional and social development of pupils with special educational needs**

At Nelson we are committed to enabling all pupils to form positive relationships, develop emotional resilience and foster effective social skills. These skills are developed through direct teaching for instance Personal, Social, Health Education (PSHE), Social and Emotional Aspects of Learning (SEAL), circle time, Emotional Literacy Support (ELSA), Play therapy and indirectly through conversations that adults have with pupils throughout the day.

**4. The name and contact details of the Special Educational Needs and/or Disabilities Co-ordinator (SENDCo)**

Fionnuala Howard is the SENDCo at Nelson. She is a qualified and experienced teacher and holds a National Award in Special Educational Needs Co-Ordination. Fionnuala can be contacted by phone: 0208 894 9899 or by email: [info@nelsonschool.org](mailto:info@nelsonschool.org). The named governor for Special Educational Needs is Mary Parker. She can be contacted via the school office on 0208 894 9899.

**5. The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

All teachers and teaching assistants have awareness training in a range of special educational needs. Training is provided by Speech and Language therapists as well as Educational Psychologists, Occupational Therapists, Play Therapists and Sensory Impairment experts. An example of recent whole school training is Social Talk training which was delivered by one of our Speech and Language therapists.

## **6. How equipment and facilities to support children and young people with special educational needs will be secured**

Specialist equipment will be considered on an individual basis. The Inclusion Lead will work in liaison with parents/carers, teaching staff and other professionals to make reasonable attempts to identify and source any additional equipment and facilities required.

## **7. The arrangements for consulting parents of children with special educational needs about, and involving them in their education**

All parents/carers of pupils at Nelson are invited to discuss the progress of their children on a number of occasions throughout the academic year and receive a written report at the end of the school year. In addition, we are happy to arrange meetings outside of these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. If following this, normal provision improvements in progress are not seen, we will contact parents to discuss this and what next steps need to be taken. The pupil will be identified as requiring SEN Support because special educational provision is being made for them and the parent will be invited to planning and reviews of this provision as necessary. Parents will be actively supported to contribute to assessment, planning and review. In addition to this, parents/carers of pupils with Education, Health and Care Plans will be invited to

contribute to and attend an annual review, which, wherever possible will include reports from other agencies involved with the pupil.

### **8.The arrangements for consulting young people with special educational needs about, and involving them in, their education**

At Nelson, we are passionate about child-centred planning. When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning as appropriate. They should be invited to any meetings that are held about them and should be actively encouraged to participate in objective planning and review. During the Early Years and for some children, the parents may take a more active role on their behalf.

### **9.The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**

The same arrangements for the treatment of complaints at Nelson are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss concerns with their child's class teacher in the first instance. If you are not satisfied with the response, your complaint can be escalated to the phase leader, SENDCo or head teacher. They will then refer to the school's complaints policy.

Should you continue to be dissatisfied with the school's response, you can escalate the complaint. 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:

- Admissions
- 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.

### **Disagreement resolution - independent support and advice**

All parents, carers and young people have access to free independent support and advice through the local KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS) or the national KIDS Disagreement Resolution Service. You can approach these services at any time to ask for advice or support.

[KIDS Richmond and Kingston SEND Information, Advice and Support Service \(SENDIASS\) \(opens a new window\)](#)

[Kids Disagreement Resolution Service \(opens a new window\)](#)

[Other local and national organisations who may also be able to offer support and advice \(opens a new window\)](#)

**10.How the school involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils**

The school engages with the following: -

- A Service Level Agreement with the Educational Psychology service for 39 sessions a year.
- Ability to make ad hoc requests for advice from the Education Inclusion Service and Sensory Advice Service.
- Access to the School Nursing Team.
- Private Occupational Therapist.
- Private Speech & Language Therapist.
- Social Care services.
- Private Play Therapists.
- The Guide Dogs Association
- Royal Society for Blind Children

**11.The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)**

KIDS/SENDIASS, a local voluntary sector organisation, provides free, impartial and confidential advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25). They aim to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. They can help to build partnerships between parents and carers, the Local Authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice. They can be contacted on: Telephone: 020 3793 9596 or Website: richmondkingston@kids.org.uk

**12.The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At Nelson, we understand that we are one part of a much larger life journey for any child who is with us. Whilst our aim is to provide a happy, caring environment where children can achieve their best, we also need to ensure that we provide a secure transition for them as they move on. This may be as a result of a natural phase move into secondary school, a relocation or because another setting has been identified as a more suitable provision for them. The Inclusion Lead is responsible for ensuring:

- All relevant information and paperwork are passed on to the new setting. This is done in various ways, but may be as a 'Secondary Transition Form' or as a meeting between the new setting and Inclusion Lead.



- Where appropriate, the Inclusion Lead may visit a new setting to ensure its suitability for the child.
- A phased transition may be appropriate, whereby Nelson and the new setting arrange a number of visits for the child before transferring so that they feel safe and secure in their new environment.
- The use of visual aids, transition books and discussions with the child help to ensure that they feel supported as they prepare to leave Nelson.
- In liaison with parents and pupils so that additional pastoral care is provided to support transition.

### **13. Information on where the local authority's local offer is published**

The local authority's local offer can be found at [https://kr.afcinfo.org.uk/local\\_offer](https://kr.afcinfo.org.uk/local_offer) Those without internet access should make an appointment with the Inclusion Manager to gain the information they require. We will publish information on our website about the implementation of the SEN policy and local offer. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014.