



SEND Information for Parents

2022 - 23

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).

Date: September 2022

All Mercia Learning Trust schools aim to ensure that every pupil is supported regardless of their specific needs and makes the best possible progress in school.

At Nether Edge Primary we aim to:

- Reduce any barriers that affect the progress of individual children.
- Use our best endeavours to secure special educational provision for pupils for whom 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
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- Make reasonable adjustments for those with a disability to increase access to the curriculum, the environment and to printed information for all.
- Support pupils with medical conditions to achieve full inclusion in all school activities seeking consultation with health and social care professionals.
- Request, monitor and respond to parent/carers' and pupils' views in order to ensure high levels of confidence and partnership.
- Ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- 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 SEND from the SEND Code of Practice (2014)

This states:

- A child or young person has special educational needs if (s)he 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.
- Disability; Children and young people who have SEND may also 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.**'

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 Harriet Stevenson (Assistant Headteacher – Early Years and SENCO)

The SENCO is responsible for:

- 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.
- 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
- Liaising with any outside agencies, who may come into school to help support your child's learning e.g. Speech and Language Therapy etc.
- Updating the school's SEND information for staff (a system for ensuring all the pupils with SEND in this school are known to relevant staff) and making sure that there are excellent records of your child's progress and needs.
- Organising 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: Mrs Nott is responsible for:

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

The SEND governor is Rhona Dodds. Her responsibilities are:

- Making sure that the necessary support is made for any child who attends the school and who has SEND.
- Monitoring the wider SEND provision across the school.
- Monitoring the SEND policy / report which are ratified by the governors on an annual basis.

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

- If you have concerns about your child's progress you can speak to your child's class teacher initially.
- If the class teacher requires additional advice or support, they will contact the SENCO and a meeting will be set up. Parents are also able to contact Mrs Stevenson if they would like to discuss any difficulties their child is facing.

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

- The teacher continually assesses the needs of all children in their class
- Every child is formally assessed several times per year.
- Pupil Progress Meetings are held three times a year between teaching staff and the Senior Leadership Team. The progress of all children is discussed and any children who are not making good progress are identified.
- The SENCO monitors the progress of children and liaises with class teachers.
- Interventions may then be planned and set for the children.
- These are reviewed with parents and further plans made if needed.

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

- Initially the class teacher will speak to you to discuss concerns and to listen to any concerns you may have. They will seek advice from the SENCO in order to identify the support that school can offer.
- If your child is identified as having difficulties with learning, the school will set up a meeting to discuss this with you in more detail.

Outline of the graduated SEND system:

1. Concerns about your child's progress :

These are usually expressed by teachers/ Teaching Assistants, often after discussion with parents/carers. These concerns will be monitored to decide if further action is needed, by classroom staff and the SEND team. The SENCO will offer support for discussions with parents/carers where needed.

2. Personal Profiles: (K designation) :

Children who have some learning difficulties (all categories included) will have a Personal Profile, with the agreement of parents/ carers. The Profile shows the categories of need, the outcomes sought, and any outside agencies who are involved, support offered, some suggested strategies and assessment data. The Profile will also log three reviews during the school year, usually led by the Class Teachers. A new Profile is issued each school year. The outcomes may be suggested by external agencies (e.g. Speech and Language Service), class teachers or SEND staff.

A child might be included on the SEND list if they meet one or more of the following criteria:

- a. If an external agency is working with a child. This might include Educational Psychologist, Speech and Language, Early Years Inclusion, Autism Service, Fusion (learning).
 - b. If a child is working at two years or more below their expected level in at least one core subject area.
 - c. If a child has a diagnosis of a need e.g. autism or the proposed diagnosis is supported strongly by an external agency.
 - d. If a child has a social, emotional or behavioural difficulty which interferes with their overall learning.
 - e. If a child has a diagnosed sensory, physical or medical need.
3. **My Plans** (K designation) :
- If a child has more serious difficulties and has not made the progress desired then, with the agreement of parents/carers, a My Plan is created. This detailed document contains the child's views (if possible), parental views, school views, views of agencies involved and desired outcomes for the child. These are reviewed three times during the year by SEND staff, class teachers/Teaching Assistants, parents/carers and sometimes external agencies.
4. **EHC Plans:** (E designation) - Education, Healthcare Plans.
- These are statutory documents and are produced for children with the highest needs. The Locality and Local Authority as well as the parents/carers have to agree to an assessment being undertaken. This usually follows at least three reviews of a My Plan and must include input from an Educational Psychologist. Parents or school can request an assessment. Outcomes are agreed and monitored. They are reviewed three times a year and one Annual Review is submitted to the Local Authority. If it is thought that a child's difficulties may be better served in a specialist placement or Integrated Resource, an EHCP is needed.

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

- You will be invited to visit the school with your child to have a look around and meet the SENCO.
- You will also be invited to a meeting in which details about your child's needs are discussed, and in which you can ask questions relating to the school.
- 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.
- We may suggest adaptations for a transition period to help your child to settle more easily.
- The staff will closely monitor the progress the child makes and discuss this with you.

How will teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all individuals in their class. Some children will be assessed against the Birmingham Toolkit. This breaks down reading, writing, maths and speaking and listening into small steps with clear targets. This can then be used to inform planning for individuals to accelerate progress.

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 in an individual, group or whole class situation, so that each child can learn most effectively and become an independent learner.

Teaching will include any targets or suggestions made by outside agencies, when appropriate.

Targeted Support and Interventions

Targeted support may also include short intervention programmes designed to meet an identified need:

- Children will engage in group or individual sessions with specific targets to help them to make progress.
- All specific interventions are planned under the guidance of the SENCO and class teachers are kept informed.
- All interventions are monitored and reviewed by the SENCO.
- Parents will be informed when their child is accessing an intervention and of the progress that the child has made.

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

- Stories for Talking
- LEAP (Speech and language intervention)
- VIP (Speech and Language intervention)
- Mighty Minds
- Lego Therapy
- Independence and Interactions group
- Fine motor
- PECS
- Attention Autism
- Intensive Interaction
- Zones of Regulation

Sheffield SEND Support Grid

This is the Sheffield structure which all mainstream and special schools use so that whichever school a child attends and whatever system that school uses to support SEND, the SEND levels are common to all.

Each category of SEND need has 5 levels, with the highest needs being level 5. The grid gives examples of teaching and learning strategies and support needed. Any child who needs an EHCP will be at the higher grid levels (Level 4 or 5 in their prime area of need). Teachers/Teaching Assistants play a vital role in suggesting the correct level and so indicating the level of support needed.

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

- A programme of staff training is planned 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.
- As part of the SENCO's professional development the SENCO attends relevant courses within Sheffield and nationally. She also works with the Locality Area SENCO and SENCO group as well as the other SENCO's from within Mercia Learning Trust.
- The SENCO supports the class teachers in planning for children with SEND.
- Individual teachers and support staff attend CPD training courses run by outside agencies.

How will Pupil Voice be heard?

Children are regularly given the opportunity to discuss their likes/dislikes, things/people that help them at school and their ambitions for the future. Where appropriate, we encourage the children to attend review meetings about their learning.

How will the Parents' Voice be heard?

- We have an open door policy at our school and parents can ask to speak to someone at any point.
- Parent views and knowledge of their child are vital when making plans for their children.
- Regular review meetings are held in school.

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

- There are opportunities to talk to your child's class teacher - after school is the best time, or please ask to meet them.
- An appointment can be made with the SENCO to meet with you to discuss your child's progress or any concerns you may have.
- We can request that meetings 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 'Communication and Interaction' needs –

- Aspects of communication and interaction may include: language delays, speech sound difficulties, difficulties with receptive and expressive language, and difficulties with social interactions.
- We promote the development of communication and social interaction skills throughout the curriculum.
- Through staffs' responsive, warm and trusting relationships with children, staff nurture children's communication and interaction skills development.
- We use a variety of interventions across the school to support the development of these skills, these include:
 - PECS
 - Intensive Interaction
 - Attention Autism
 - Curiosity Programme

Pupils with 'Cognition and Learning' needs –

- Cognition and learning needs range from general learning difficulties to specific learning difficulties.
- In our school the main focus is on 'Quality First Teaching' and ensuring that all children are provided with learning that is appropriate for their individual needs.
- We use the Birmingham Toolkit, where needed, to unpick children's learning in to small targeted steps with an aim to accelerate progress by closing gaps in learning.
- When required, we can seek further assessments, advice and strategies from a service called Fusion.

Pupils with 'Social, Emotional and Mental Health' needs -

- Aspects of personal, social and emotional development include; making relationships, self-confidence and self-awareness, and managing feelings and behaviour.
- Social and emotional skills are important for good mental health and wellbeing, learning, motivation to achieve and cooperate, and the development of values.
- Through staffs' responsive, warm and trusting relationships with children, staff nurture children's social and emotional skills development.
- 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 other's 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.

Pupils with medical needs or a physical disability –

- Detailed care plans are compiled in consultation with parents or carers.
- Where needed, training is sought from appropriate health professional e.g. diabetic nurse, cystic fibrosis nurse, epilepsy nurse.
- Where necessary and in agreement with parents/carers, medicines can be administered in school. A signed medicine consent form is required to be completed.
- We have a number of key persons in school who have first aid training.

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

If your child is moving to another school:

- 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 where needed. Relevant information will be passed to the new school.
- Parents will be encouraged to consider options for the next phase of education and this will involve reports/meetings with outside agencies, as appropriate.
- The SENCO's from both schools will often meet to discuss the needs of the pupils with SEND in order to ensure a smooth transition.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in all cases, a transition meeting will take place with the new teacher.
- 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:

- If your child has an EHC plan, the SENCO from the secondary school (if known) will be invited to attend the annual review or a transition meeting.
- We will run transition sessions for your child to attend, which will support their understanding of any changes ahead.
- Where possible your child will visit their new school and in many cases have the opportunity to meet new staff.

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

- The school receives block funding from the LEA to respond to the needs of children with 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, including from health professionals etc.
 - Small group tuition.
 - 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, they should in the first instance raise it with their class teacher, who will try to resolve the situation.

An appointment can be made to speak to the SENCO or Head teacher who will attempt to resolve the situation or be able to advise on formal procedures for complaint.

Glossary of the most used SEND terms

Term	Definition
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
HI	Hearing Impaired
LEA	Local Education Authority
LEAP	Language Enrichment Activity Programme
OT	Occupational Therapist
PECS	Picture Exchange Communication System
SALT	Speech and Language Team
SEMH	Social, Emotional, Mental Health
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and/or Disability
SSG	Sheffield Support Grid
VI	Visually Impaired
VIP	Vocabulary Improvement Programme

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