

SEND Information Report

North Clifton Primary School

2024-2025

Prepared: May 2024

1. What kinds of special educational needs does the school make provision for?

North Clifton Primary School is committed to ensuring that all pupils, regardless of their specific needs, make the best possible progress during their time at the school. We have, or are able to put in place provision to support children with a range of different special educational needs - Cognition and Learning needs, Social, Emotional and Mental Health Difficulties (SEMH), Communication and Interaction needs and Sensory and Physical needs.

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?

Class teachers closely monitor the progress of all children. If there are any concerns the following actions will be put in place:

- (a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- (b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- (c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- (d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.

Through (b) and (d) it can be determined which level of provision the child will need if they are to make progress.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They will be encouraged to share information and knowledge with the school.

Pupil progress meetings will be used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

If you think your child has a special educational need speak to your child's class teacher. If you continue to be concerned you can speak to the SENDCo **Ilona Sanderson**.

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

Children are assessed at least half termly using Teacher Assessments and more formal testing. If children are not making expected progress then further discussions may take place with the SENDCo and the parent and child concerned. During these discussions the effectiveness of the support and interventions in place are considered. Any interventions are carefully monitored and tracked to ensure they are having a positive impact. The Headteacher/SENDCo, class teacher might then change or adapt the support given.

The Headteacher/ SENDCo reviews the progress made for all SEND children each term to ensure all children are making appropriate progress.

3. b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

North Clifton Primary school adopts an open door policy and parents are welcome to make an appointment with the class teacher, SENDCo/Head teacher at a mutually convenient time to discuss any aspect of their child's education. In addition to this there are two parents' consultation evenings each year. Progress/review meetings with parents may also be arranged as necessary. School reports go out once a year.

Information will be received from previous schools /settings so we are fully informed about a child's difficulties. We also receive copies of some medical appointments/outside agency reports where appropriate.

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

North Clifton follows a fully inclusive curriculum and has high expectations for all children. Any children (with or without special educational needs) who are not making adequate progress are identified and appropriate interventions put in place. This may involve individual or small group support within the classroom or small group work or one to one support away from the class.

3. d) How will the curriculum and learning be matched to my child needs?

We are a small school with small class sizes and all lessons are tailored to the children's needs and work is planned and matched to the children's different abilities. Children are given the opportunity to access the curriculum at a level which is suitable for them. Care is taken to identify a child's preferred way of learning and work is planned accordingly. Where appropriate a child may have an individual timetable.

- 3 e) How are decisions made about the type and amount of support my child will receive?

Through the discussions described in 3a the best support package the school can offer will be implemented to ensure each child's progress. This might involve different teaching resources, additional teaching support, support from outside agencies, one to one or small group support/intervention or a different way of accessing the curriculum.

3. f) How will my child be included in activities outside the classroom, including school trips?

Where ever possible we will endeavor to include all children in all activities regardless of whether they take place in or out of school. If a child needs additional support or provision we will endeavor to provide this.

3. g) What support will there be for my child's overall well-being?

At North Clifton we strive to ensure that all children have very positive relationships with the adults they work with, and thus feel they can talk to their class teacher or any other adult about any concerns or worries they may have. Every child's well-being is considered extremely important regardless of what their needs are. We hope that our open door policy supports and encourages parents to come and talk to us straight away if they have any worries or concerns about their child.

4. Who is the school's special educational needs and disability co-ordinator (SENDCo) and what are their contact details?

Mrs. Ilona Sanderson is the school SENDCO and can be contacted via school on:
01522 778609.

Alternatively if Mrs. Sanderson is not available, please speak to Mrs. Hyde.

5 a) What training have staff supporting special educational needs had and what is planned?

The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEN.

Individual teachers and support staff attend a rich variety of training courses run by the Tuxford family network of schools, the Newark family network, the Local Authority and other outside agencies that are relevant to the needs of specific children in our school.

Recent training for staff includes:

- Emotional Literacy Support (ELSA) updates and training for our ELSA trained Teaching Assistant
- Dyscalculia training
- Autism Education Trust training
- Continued Professional Development training and updates from Tuxford Family SENDCo
- Training on supporting Looked After Children (LAC) with their emotional, social and behavioural needs

5. b) What specialist services and expertise are available or accessed by the school?

Local Authority Provision that can be accessed through school includes:

- Educational Psychology Service
- Sensory Service for children with visual or learning needs
- Bassetlaw Behaviour Partnership
- Schools and Families Specialist Services
- Early Years Team
- Cognition and Learning Team
- Communication & Interaction Team

Health Provision that can be accessed through school includes:

- Healthy Family Team
- Small Steps provision
- SALT (Speech and Language Therapy Service)

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school?

- There is a disabled toilet in school.
- The school has wheelchair accessibility.
- We ensure, wherever possible, that equipment used is accessible to all children and families regardless of their needs.
- Specialised equipment may be accessed through external agencies where appropriate.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

If your child is identified as not making adequate progress we will set up a meeting to discuss this with you in more detail and to listen to any concerns or worries you may have, to plan any additional support your child may need and to discuss with you any referrals to outside professionals we feel are appropriate to help to support your child

If your child is identified as having a special educational need we will discuss their target, support and progress with you throughout the year. The timetable of meetings will depend on the needs of the child. At these meetings we will also seek your views on how you feel your child is progressing and anything you feel they may need additional help with.

We welcome the involvement of parents at all stages as we feel their involvement is essential in ensuring that their child's needs are met appropriately and that all children are happy and make good progress.

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

Each term your child's targets will be reviewed in consultation with them. We will discuss how they feel they are progressing, what their main achievements have been that term, how they feel about school generally, what they would like more help with in the future and any concerns or worries they may have.

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

If a parent or carer has any concerns or complaints regarding the care or welfare of their child we would encourage them to speak to the class teacher first. If the parent still has concerns then an appointment can be made by them to speak to the Head teacher/SENDCo, who will be able to advise on formal procedures for complaint.

10. 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?

The SENDCO liaises regularly with the SEN Governor who oversees special educational needs.

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

The following services may be involved as and when it is necessary:

Schools and Families Specialist Services

Specialist teachers and teaching assistants work with children and young people with a range of complex SEND from birth to nineteen years in homes, early years settings and schools. The Service provides specialist assessments and interventions, including services for children and young people who are deaf, visually impaired, and autistic and have cognitive learning difficulties.

Education Psychology Services (EPS)

The EPS enable improvements in the attainment and emotional health and well-being of the most vulnerable children through the application of psychology to education and child development.

PSED

Specialist teachers and teaching assistants provide advice and support to schools and to partnerships of schools with regard to the social and emotional needs of children aged 3 to 11 years. The service aims to secure and strengthen the school places of the primary aged children with the most severe and complex emotional and social needs; where such children are without a school place, the team has responsibility for ensuring that they have access to appropriate education.

Physical Disability Support Service

This service provides specialist advice to schools to promote the inclusion of pupils with complex physical or medical needs.

Speech and Language Therapy Service

A service which provides specialist advice to schools to promote communication.

NHS Support

A support service which provides specialist advice to schools such as occupational therapy, physiotherapy, CAMHS etc.

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

The SENDCO will provide information to parents and carers about relevant organisations and support groups in the area, and will circulate copies of any relevant information received by her.

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

- i) Join the school/setting?

We recognise that transitions can be a challenging time for children with SEND and we take steps to ensure that any transition is as smooth as possible.

All children with SEND are highlighted during transition periods. Arrangements will depend on the type and complexity of their needs. When any child joins our school, at whatever age, we use the records from their previous setting and our own initial assessments to determine the most appropriate level of support and targets for them.

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

When children leave our school to transfer to secondary school we liaise with a contact teacher (currently Mrs Julie Hethershaw at Tuxford Academy) to ensure all information regarding difficulties and support is passed on through discussion as well as through records. If a child moves to another school before Year 6 a telephone conversation as well as reports and records are communicated to the new school. Sometimes it is beneficial for the child to have a few sessions at their new school whilst staying with us so their integration is planned in smoothly and efficiently.

13. Where can I access further information?

Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector.

North Clifton Primary School SEN policy is available on the school website.

- Other useful contacts:

National Association for Special Educational Needs

NASEN House

Amber Close

Amington

Tamworth

Staffordshire

B77 4RP

Telephone: 01827 311500

Fax: 01827 313005

Email: welcome@nasen.org.uk

Website: www.nasen.org.uk/