

Special Educational Needs & Disabilities (SEND)

Information Report

Important information for Parents and Carers

Introduction

All Nottingham City Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- *Communication and Interaction.*
- *Cognition and Learning.*
- *Social, Emotional and Mental Health Difficulties.*
- *Sensory and/or Physical.*

What is the Local Offer?

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision locally.

What is the Special Education Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

If you want to talk to school about your child:

At Robert Shaw we welcome parents and promote an open door policy. If you have an issue regarding your child's learning or SEND please have an initial chat with your child's teacher. You can also talk to our SENCO team;

Mrs Manjunath SENCO KS2

Miss Smith SENCO KS1

Mrs Mirfin SENCO EYFS

Mrs Gardner SENCO

You are always welcome to have a chat with our Head Teacher Mrs Coker. She is responsible for the day to day management of all aspects of the school including SEND.

We also have a SEND governor, Brenda Robinson.

Parents are welcome to approach the school in person, initially via our friendly office staff or class teachers. Alternatively you can contact us by email or telephone.

Email; admin@robertshaw.nottingham.sch.uk

Telephone; 0115 9155765

1. How does the school know if children/ young people need extra help and what should I do if I think my child may have special educational needs?

All pupils are rigorously monitored for their progress by the class teacher. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon. This may mean small group intervention or individual support. These interventions may be daily or two or three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.

Discussions take place in the half termly progress meetings between the head teacher and class teachers. This is a robust tracking system where every child is discussed. If your child is new to our school then progress will be discussed with the previous school or nursery. Additionally the SEND team will track the progress of every child on the SEN register half termly.

If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher, SENCO and your child's needs can then be discussed.

2. How will school staff support my child?

The school SENCO phase leaders keep in touch with all Class Teachers and Teaching Assistants, to ensure that your child's needs are met and targets in their Individual Education Plan are reviewed. The frequency of the support your child receives will depend on their level of need.

The class teacher and SENCO will involve you in all support plans for your child. School staff will measure the impact of the support given to your child and the progress your child is making.

- School Counsellor (Julie Odell) to support children (and their families).
- Whatever resources are required in mainstream setting, school will endeavour to provide them.

3. How will the curriculum be matched to my child's needs?

- The school recognises that children are at different levels in their learning and learn in different ways. To support all children the school delivers the curriculum in different ways. We offer small group support and individual support when needed.
- We understand that children learn at their own pace so we closely monitor progress using Individual Education Plans and provision maps. All parents are invited to contribute to their child's Individual Education Plan and we will keep you informed of any progress that is made in meeting the targets in the plan.
- Personalised learning - Differentiation of work so that all children can access the curriculum. This is included on the class provision map.
- Progress Meetings; half termly progress meetings help identify children who may need interventions. Phase SENCO's monitor interventions and outcomes by using 'Bluehills Provision Map Writer'. If an intervention is delivered in school it is recorded and tracked through this programme.

4. What support will there be for my child's overall wellbeing?

- The school will keep in close contact with you about your child's overall wellbeing. To support the development of positive behaviours and friendship groups we have an onsite counsellor and breakfast club to support all children in building friendships. We also have a 'worry box' for children to write down any concerns they have about any aspect of their school life. We use Circle Time to ensure that all children are listened to and we have a School Council for children to share their views and ideas.
- We have a school Medical Policy and Asthma Policy and will administer medicines in school as your child may need during school time. We ask that all parents fill in the care plan and administration of medicines/inhalers permission in school. Staff administer medicines on a voluntary basis and with the full support of the SLT.
- Pastoral needs are addressed by our school counsellor Julie Odell. Julie will meet children at different times during the day in 'The Pod'.

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

- The school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and children with a diagnosis of Autistic Spectrum Disorder.
- The school receives support from the Educational Psychology Service and IES (Inclusive Education Service).
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service) also through the SPA (single Point of Assessment)
- School staff are trained in a variety of specialist areas.
- We have EAL support Teaching Assistants who work with children with EAL.
- Children with EAL and SEN are supported in a number of ways including additional adult 1:1, and small groups for language and SEN support.

6. What training do staff supporting children and young people with SEND receive?

- The SENCo attends Local Authority Briefings (SENCo network) to keep up to date with any legislative changes in SEN.
- The SENCo and support staff can access training through LA provision and in school training. SENCo will ask professionals into school to deliver training as required and to maintain our skill base with our TA's.
- All staff in the school receive training to meet the needs of all the children attending the school at any point in time. This may include Deaf Awareness Training, Dyslexia Training, ASD Awareness Training, Visual Literacy, Makaton etc. etc.
- Termly staff meetings delivered by the SENCo ; update staff on SEN information.
- Staff meetings are inclusive for our SEN children.
- Staff regularly share practice and observe colleagues.

7. How will my child be included in activities outside the classroom including school trips?

Policy for SEND and Inclusion

We will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

- Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.
- Every trip is fully inclusive through risk assessments.

8. How accessible is the school?

The school is a two story building. The ground floor is fully accessible with;

- Ramps on all entrances
- Shower and disabled facilities.
- If your child has mobility needs then we can accommodate with a classroom being on ground floor.
- Accessibility plan in place.

9. How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?

- You will be invited to look around the school and meet senior staff. Your child will also be invited to visit and stay for a short session before starting school.
- We will contact any early years settings, or other schools your child has attended to gather information about their needs.
- We will contact any specialist services that support your child and invite them and you to a review meeting (CAF) at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- We support pupils moving to new settings and Key Stages by making opportunities available to them to attend the new setting for discreet activities, assemblies and playtimes. A transition book/poster is made to help the child with the move.
- We develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.
- Transition is individually tailored to meet the needs of a child with SEND.

10. How are the school's resources allocated and matched to a child's or young person's special needs?

- The school's SEN budget is allocated to meet the needs of the children on the SEN Register.
- The progress and attainment of all children is tracked and resources are allocated according to need.
- The SEN budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed. For example, we purchase a Silver Band Service Agreement with IES to support children who have specific learning difficulties. This gives school access to a raft of professional support including; educational psychologists, behaviour support, learning support, Autism support.
- We also use the school budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.
- Extra funding (HLN Higher Learning Need) can be applied for from the IES (LA). This money can be used to fund 1:1 support.

- High cost equipment can be applied for from IES
- We have access to a team of school nurses who provide support for medical conditions in school.

11. How is the decision made about what type and how much support my child receives?

- In school we adopt a graduated response to meeting need; the teacher/TA has a concern and relays that to the SENCo via a concern form the SENCo reviews the form, observes the child and will make suggestions to the CT/TA as to how to move forward. (intervention, procedure etc). Parents are informed if their child is to be part of an intervention.
- We will consult with you on progress and if expected outcomes are not met agree a timescale for withdrawal, if needed, from class to a small group intervention.
- We will review with you the impact of interventions and if appropriate access further support from outreach services at the Primary Consortia.
- We will always plan your child's support with you, review progress and try to meet needs within our own resources.
- If your child requires additional specialist support we will discuss with you the pathways to more specialist support/provision including applying for HLN funding.
- In-house support through teachers and pastoral - if we needed specialist support we would signpost.
- Strong links with outside agencies.

12. How are parents involved in the school? How can I be involved?

- We regularly invite parents to coffee mornings.
- We invite specialist agencies into school to talk to you about how they can support you and your child.
- We hold regular parents evenings for you to talk to your child's teachers about their progress.
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- We have an open door policy.
- Active PTA (Friends of Robert Shaw)
- Parent helpers in and around school.

13. Who can I contact for further information?

If you require more information about our school please go to our school website:

<http://www.robertshaw.nottingham.sch.uk/>

If you would like to talk to a member of staff please contact your child's teacher, the SENCo, or the Head Teacher.

The Local Offer can be found at ;

<http://fis.nottinghamcity.gov.uk/kb5/nottingham/fsd/family.page?familychannel=8>