

Nelson Primary School



Special Educational Needs Information Report

Signed:

Last updated: September 2022



Welcome to Nelson Primary School!

My Name is Ms Janagil I am the Special Education Needs Co-ordinator (SENDSCO) at Nelson Primary School.

My role is to ensure that the school meet the needs of ALL children.

You can contact me on 0121 464 2201 and request a call back, email me k.janagil@nelson.bham.sch.uk or you can find me at school in the mornings I am at the Early Years gate between 8.35 – 8.50 every morning.

Why contact me?

- You have a concern about your child.
- You would like to know if Nelson is a suitable provision for your child.
- You are worried about your child's limited academic progress.
- Your child has been given a diagnosed and you would like more information.
- You need advice or support.

This report has been developed to help parents to understand the provision on offer at Nelson Primary School.

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Acronyms Explained

SEND – Special Educational Needs and Disabilities

SENDSCO - Special Educational Needs and Disabilities Co-ordinator

EHCP/EHC – Education Health Care Plan

SSPP – SEND Support Provision Plan

SALT – Speech and Language Therapy

PSS – Pupil and School Support

CAT – Communication and Autism Team

OT – Occupational Therapy

EP – Educational Psychologist

TAC – Team Around the Child

LA – Local Authority (Birmingham Council)

SENNAR – Special Education Needs Assessment and Review

FSW – Family Support Worker

SENDIASS – Special Educational Needs and Disability Information, Advice and Support Service

CoP – SEND Code of Practice 0-25

DLP – Developing Local Provision

CPD – Continuing Professional Development

Our school's approach to supporting pupils with SEND

This document is intended to give you information regarding the ways we ensure we support all of our pupils, including those with SEND, in order that they realise their full potential.

As a school we offer a graduated approach to meeting the needs of pupils with Special -Educational Needs. This is done through "Assess, plan, do and review" which underpins our provision.

The Local Authority (LA) have a responsibility to ensure that all children receive and education at a setting that can best meet their needs and offer specialist services in order for us to provide strategies and guidance on how to best teach our SEND pupils.

All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible.

We adhere to the SEND code of practice. [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672672/SEND_Code_of_Practice_0_to_25_years.pdf)

Birmingham Local Offer

The Children and Families Bill 2014 outlines that all schools should continually review and publish the provision that are available for young people with Special Educational Needs (SEN) aged 0-25 in their setting. We aim to do that within this "Information Report" as part of the schools Local Offer.

The local offer is to improve understanding and transparency for families within every Local Authority (LA). It will be an important resource for parents in understanding the range of services and provision in the local area. Further information about Birmingham's local Offer can be found at [Local Offer Birmingham | SEND Advice and Information](#).

Nelson Local Offer

It is important to us that SEND pupils are provided with access to a quality education and that they are given the skills they need to thrive. Please find further information within the Nelson Special Educational Needs and Disabilities Policy 2022-2023.

The Head Teachers and the SENCO have responsibility for how SEND and Inclusion are managed in school, however all practitioners are teachers of SEND and training and support is provided to help all teachers in school.

Inclusion issues are regularly discussed at Senior Leadership meetings. Provision for children with SEND is constantly under review and changes are made to improve the provision that we offer regularly.

We monitor the quality of our provision, together with the progress and well-being of children with SEND. This is through our monitoring cycle and consists of learning walks, teaching observations, planning and book trawls, pupil interviews and discussions with teachers and support staff. This helps us to implement quality first teaching as part of our universal provision.

The progress of children with SEND is carefully monitored through termly assessments, individual target plans (ITP), or local authority plans such as Send Support Provision Plans (SSPP) or Educational Health Care Plans (EHCP). The SENCO monitors targets and plans, with teachers, to review provision and ensure progress and to set new short term and long term targets for children with additionally funded plans. This is part of the targeted and specialist provision.

We involve our Governors when the SEND policy is reviewed and revised. The last review was September 2022.

Catering for different kinds of SEND

The code of practice outlines different types of SEND as

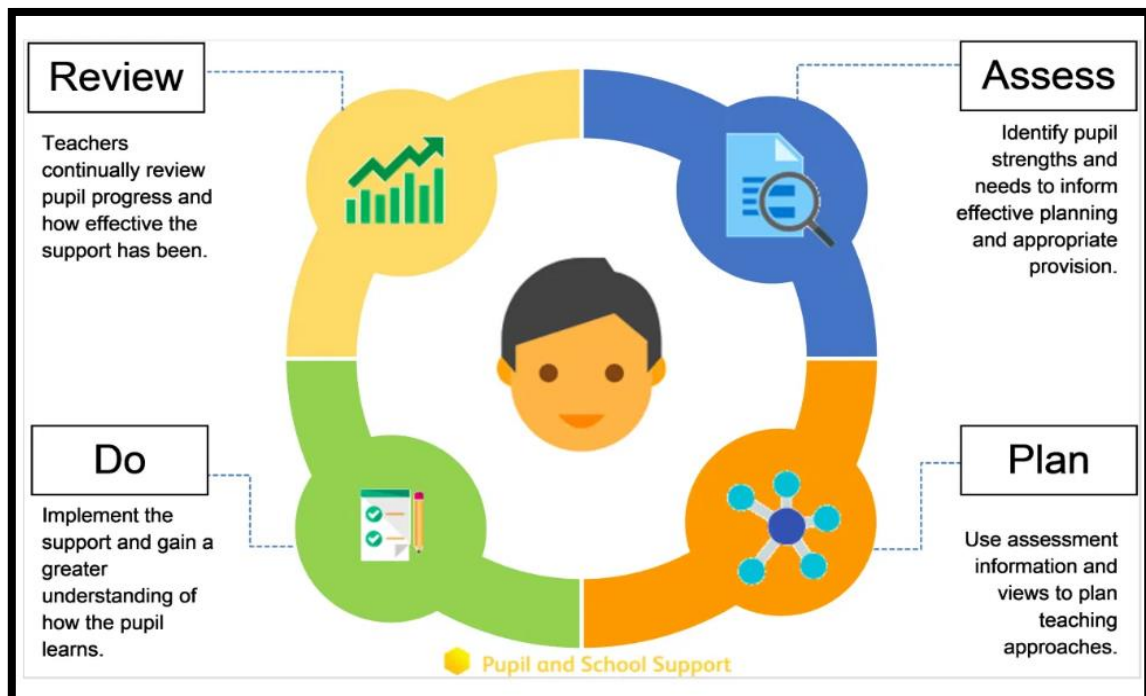
Cognition and learning

Communication and interaction

Social, emotional and mental health

Sensory and/or physical needs

[special educational needs and disability code of practice: 0 to 25 years](#)



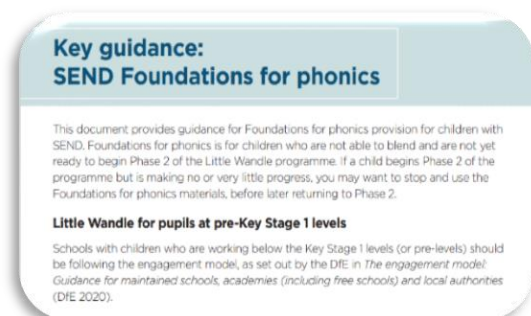
If a SEND need has been identified school will follow the “assess, plan, do and review cycle”. This is called the graduated approach, the aim is to accelerate progress and close the gaps in learning and remove barriers that maybe hindering the child's progress.

Cognition and learning

- When concerns are raised staff use the Birmingham Toolkits for Speaking and Listening, Reading, Writing and Maths to identify gaps in the child's learning. From this an Individual Target Plan (ITP) is written and individual support and interventions are put in place.
- Teachers will plan and use adaptive teaching methods for children to help them to catch up or strengthen skills.
- Sessions are supported by the Class Teacher, Support Assistant, Pupil Premium Support Teacher.
- Intervention programmes may be set up for small groups of children to be delivered consistently over a few weeks to assess progress.
- ITP's are reviewed regularly and Targets updated after assessment.
- Outside agencies will monitor the children's progress and follow up with staff to discuss progress and support.
- All staff precision teach trained
- Children have access to equipment to make learning accessible – such as chrome books
- Programmes and interventions are used to support children's learning – like catch up phonics, words first, clicker 7 and memorability.



Clicker 7



Little Wandle Send Guidance

What will this look like for your child?

- Sometimes children will come out of lessons in the afternoon to have interventions to help them catch up.
- The teachers may ask parents to help support children at home.
- Children will have targets that they work on to help them to improve they are reviewed each term these are called Individual Targeted Plans or ITPs.
- Children may be working in smaller groups from some of their lessons in school.

Specialists that support school and your child:

- Pupil and school support
- Educational Psychologist

Communication and interaction

- We will gather views of the parents, if children are fluent speakers of another language and support them in school in different ways, such as EAL interventions. with
- We use visual timetables in all classes to help children to understand that is happening during their school day.
- Some children will require additional support to learn early communication and they will be shown pictures to represent what they need to do in that moment.
- Referrals to speech and language will be made and the recommendations they suggest will for a set amount of time to see progress.
- Tools such as Wellcomm, and Nuffield early language intervention maybe used in some cases.
- In early communication – Attention Box interventions are used to help pre verbal children to use body language.
- Parents are offered workshops with specialist advice
- We use Makaton in school, and have eight members of staff who are stage two trained in Makaton.
- Communication and Autism Team have trained all staff to on wave 1 provision.
- Younger children have access to Sound Tots, and drama workshops weekly to develop early language skills.

What will this look like for your child?

- We may ask you for your consent for speech and language therapist to assess and observe your child at school.
- Teachers may be using and teaching all children how to communicate with Makaton but your child may respond in signs.
- Some children with have targets from the Speech and language therapist or from Birmingham Tool Kits.
- Your child might have interventions out of class in the afternoons using Wellcomm Primary.

Specialists that support school and your child:

- Speech and language Therapist (In school)
- Speech and language Therapist (NHS)
- Communication and Autism Team
- Pupil and School Support

Social, emotional and mental health

- Some children will have access to Nurture to help understand and support children with how they are feeling.
- In few a cases a referral to an in school "Emotional Support Coach" will be made.
- Some children will have support during unstructured times to help navigate unpredictable times of the day.
- Individual Education Plans are written by teachers to help children stay on track with their learning.
- Other children benefit from sensory time
- School has a robust anti- bullying policy on place.
- The whole school participate in anti-bullying week activities and learn how to prevent bullying
- Families can have the support of family support worker at school or a referral for early help can be made to support families.
- School can assist with the referral to outside services that can offer specialised support for children and families.
- Some children will have access to additional extra curriculum activities such as Wild Passport, Drama workshops to help build confidence and resilience.

What will this look like for your child?

- Your child may have an Individual Education Plan; this is so adults can use the same strategies to help your child to access the curriculum.
- Some children will be offered "Nurture Group" to teach them how to manage their feelings and behaviour.
- A select few children will work with the emotional support coach, once per week, and he will build relationships with family and children to help them to deal with emotional challenges.
- Some children will have reward charts that will help them to stay on track with behaviour for short periods of time.

Specialists that support school and your child:

- Emotional support coach
- Nurture support in school
- Educational Psychologist

Sensory and/or physical needs

- Children have access to a range of sensory equipment including a sensory room.
- School has a lift and ramps around school to make the environment accessible for all.
- Senior leaders and specialist services have environment audits regularly to ensure the classrooms and environments conducive to learning.
- We have a lift available in school.
- Children and visitors have access to fully accessible bathroom facilities.
- School have an accessibility plan this is updated every two years.



Sensory room:

A sensory room is a special room designed to develop a person's sense, usually through special lighting, music, and objects.

It can give children a break from overstimulating environments, and reduce periods of anxiety and distress.

What will this look like for your child?

- Your child may have access to the sensory room for parts of the day.
- Your child might be encouraged to have movement breaks "brain breaks"
- Your child may have access to the accessible facilities at school.
- Training for your child's medical needs will be given by the school nurse or specialist service.
- Your child may have a care plan
- Teachers do revised yearly training for Asthma, Allergies and Anaphylaxis

Specialists that support school and your child:

- Occupational Therapist
- School Nurse

Key staff and expertise

Parents, must speak to the class teacher if they would like to request referrals or have concerns about their child's progress. They will then be dealt with in school by the SENDCO.

Member of Staff	Role	Contact
R. Radford	SEND Governor	enquires@nelson.bham.sch.uk
K. Janagil	SENDCO National SENCO award	k.janagil@nelson.bham.sch.uk 0121 464 2201
L. Barnes	Medical needs Safeguarding Lead	enquires@nelson.bham.sch.uk
S. Bi	Learning Mentor ELSA Trained	enquires@nelson.bham.sch.uk
N. Hickman	Family Support Worker	enquires@nelson.bham.sch.uk
R. Aymer	Emotional Wellbeing Practitioner	enquires@nelson.bham.sch.uk
Ms Taz Ms Sikafi Ms Namie Ms Thompson Ms Parvez Ms Khan	Additional support teaching assistants Makaton Precision Teaching	Contact via person or class teacher.

Ms Barzi		
	Pupil and school support teacher	Contact via referral from SENDCO
D. Parker	Communication and Autism Team	Contact via referral from SENDCO
A. Mumford	Educational Psychologist	Contact via referral from SENDCO
N. Clark	Speech and Language	Contact via referral from SENDCO
A. Moore	Specialist Teacher	Contact via referral from SENDCO

Identifying and assessing pupils with SEND

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

We understand that not all SEND children will make "less than expected progress" academically and many still have needs that school can support. Identification outside of the classroom can be done by:

- Parents, teachers, SENDCO, health care or services have expressed significant concerns.
- Information from transition school or nursery

- They have been monitored on the plan, do, assess, review cycle
- Diagnosis from doctor or speech and language therapist, or on pathway for diagnosis.

The SENDCO, parents, teachers, and health care are all involved in the identification of SEND needs.

If a child has been identified as requiring additional support they will be placed on the schools inclusion register and this will enable school to continually monitor their progress and target support to close gaps.

Consulting with pupils and parents:

Parents are informed about their child's progress and targets throughout the school year. The feedback can come from:

- Parents evenings
- SSPP/EHCP review meetings
- Parents workshops
- Meetings with specialists
- Reports/observations with specialist
- Meetings with SENDCO

Involving key stakeholders

The SENDCO has meetings with local authority representatives each term to discuss the schools priority for observations, support or plans.

The school also have regular visits from the SEND governor to ensure that the school are making improvements. Their role is to evaluate the progress SEND in school.

Nelson is also asking for support of parents in the Nelson SEND steering group, here parents are asked their opinions on policy decisions and how we can improve SEND in school.

Transition support

Transition is very important for children to feel settled and comfortable. It is also valuable for teachers and school to gather as much information about your child that we need to help and support them at school.

Foundation transitions –

Children starting the foundation stage with us will have an open evening with parents in the summer term before their start. They will also have an information pack as well as a home visit in the first week of September. In addition some children

with SEND will have a transition plan and the SENDCO will visit the previous setting in the summer term to talk to staff and children.

Class Transitions –

Teachers have transition meetings to discuss the needs of all children. Information about SEND is shared as well as targets and how the child learns best. The provision is then transitioned in their next class. If children have, EHCP or SSPP this information will be passed on and teachers will work on the targets with children in class until annual review.

Transitions to secondary

School follow the guidance from the local authority and pass on transition information via a set proforma that is given to all schools. In addition we will contact the SENDCO in the transitional school to inform them of any recent observations and targets.

Inclusivity in activities

All children have access to the activities that take place at school. No child will be excluded from any activity due to SEND.

Children will have access to out of school visits. School recognise that some children may require additional ratio of adult support to attend these visits and may ask parents to attend to support their child.

SEND children make up part of our afterschool clubs, school council, and sports clubs and additional in school clubs such as REP workshops, Wild Passport and Sound Tots.

Adaptations to the curriculum and learning environment

The Equality Act (2010), the Children and Families Act (2014) set out the legal obligations that schools/colleges must adhere.

The legal duties are also laid out in the SEND Code of Practice (CoP).

*They (schools and colleges) **must** 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 to 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 be needed to prevent that disadvantage. (CoP 2015)*

At Nelson this is done by:

- visual aids and prompts,
- extra time
- planners/checklists
- chunking information
- talking through homework tasks
- providing technological support (e.g, laptops, chrome books and iPads)
- pre-teaching
- incorporating interests
- Working within a small group or targeted small group teaching.

Evaluating effectiveness

School regularly monitor the progress and the impact on teaching and learning. We do this through a series of:

- Lesson observations
- Staff training and CPD
- Learning walks
- Environment audits from specialists
- Recommendations from specialist services
- Evaluations of the impact of intervention
- Parent views and pupil views

Useful contacts

Who	Contact	Link
SENDIAS Birmingham	0121 303 5004 (8:45am to 5pm, Monday to Friday)	SENDIASS Birmingham City Council
Parent Champions	0121 303 8461	ParentLinkService@birmingham.gov.uk
Parent Link Service	0121 303 8461	ParentLinkService@birmingham.gov.uk
The Birmingham Parent Carer Forum	info@birminghampcf.org //www.facebook.com/BirminghamPCF/ @BirminghamPCF	https://www.birminghampcf.org/