

SEND information Report (this can also be found on the Nottinghamshire Local Offer website)

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

Children with all types of SEND, including:

- cognition and learning needs,
- sensory and physical needs,
- communication and interaction needs,
- social, emotional and mental health needs

2. (For mainstream schools & maintained nurseries only) 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?

- We gather information from parents/carers, from the child and, where appropriate, other educational settings, health and care services. We use teacher's experience of working with the child and their termly assessments and monitoring.
- Parents/carers should raise their concerns with the class teacher or SENCO (Special Educational Needs Coordinator).

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

- Pupil progress reviews with teachers, senior leaders and SENCo.
- Evaluation of interventions and strategies used.
- Consultation and structured conversations with parents/carers.
- Discussions with pupils.
- Monitoring of teaching and learning.
- Liaison with external educational, health and care agencies

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

- Termly meetings with parents/carers will involve identifying outcomes and next steps for the child and give ideas of how parents can support their child with achieving these. Staff will also signpost parents to external services that may be useful.
- Teachers and parents will review these outcomes regularly.

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

- We are an inclusive school. We provide quality first teaching, learning opportunities and resources that are matched to the needs of the child. Teaching is adapted to meet children's needs. Teaching and resources are communication and dyslexia friendly. We aim to involve

parents/carers in their child's education and where appropriate we ensure that the pupil's 'voice' or opinion is also heard.

3.d) How will the curriculum and learning be matched to my child/young person's needs?

- The curriculum is adapted to meet the needs of the children. The knowledge gained from assessments, structured conversations with parents and experience of teaching the child will support planning for the curriculum and learning. Teachers strive to recognise the child's strengths and use these to create engaging, enjoyable lessons and interventions which support their areas of development.

3.e) How are decisions made about the type and amount of support my child/young person will receive?

- Regular progress reviews are held where interventions are evaluated and progress is monitored.
- Meetings between the teachers and the SENCO.
- Discussions with parents/carers.
- Moderation across the Family of schools where additional funding is required.
- Applications for Higher Level Need funding from the local authority when needed.

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

- Pre-visits and risk assessments are completed. We aim to address risks to enable the child to take part in the activity. Additional members of staff are used if required. Parent's/carer's views are sought through a planning meeting.

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

- We offer a happy, caring and supportive environment. Teachers and TAs are always available for children to talk to. We have two trained ELSAs (Emotional Literacy Support Assistants) who work directly with children struggling with their emotional wellbeing. We teach children to understand and manage emotions through our PSHE & RHSE curriculum and help them to develop their skills in communication, interaction with others and their self-confidence. Links are also made with other services, such as the Healthy Families Team and the Gedling Area Partnership. We have a Senior mental health lead in school .

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

- Mrs Jayne Birkle
- Contact via: admin@rbps.org.uk

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

- All teachers and teaching assistants have regular training on teaching children with SEND, including Autism, ADHD, dyslexia, speech, language and communication needs and Attachment difficulties.
- Termly SEND Staff meetings are used to train staff and update their knowledge and understanding.
- Other training from outside agencies is given when specific needs arise.
- Training needs are also identified for support staff e.g. Midday supervisors, and is given where appropriate.

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

- Healthy Families team
- SALT (Speech And Language Therapy),
- Educational Psychology,
- Schools and Families Specialist Services,
- Community Paediatricians,
- CAMHS (Child and Adolescent Mental Health Service),
- Other medical practitioners eg. Physiotherapists and occupational therapists,
- Family SENCO,
- WAM (What About Me),
- Inclusive technologies,
- Health Related Education Team,
- Gedling Area Partnership (GAP),
- Physical Disability Support Services (PDSS),
- Integrated Children's disability Services (ICDS),
- Early Help Unit (Family Service and Social Care)
- Children's Centres

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

- All areas of the site can be accessed by wheelchair users, with a ramp leading up to the large playground.
- There is a purpose built Access toilet in the centre of the school building and a separate access toilet in the key stage 2 area.
- There is a lift to access the upstairs rooms and Foundation stage unit.
- We have a small sensory room.
- We work with the OT service and PDSS to support pupils with physical disabilities by accessing appropriate equipment and making adaptations to the building as required.

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

- We have an open-door policy where parents and carers are welcome to make appointments with class teachers and/or SENCO.
- Termly review meetings with teachers and where appropriate the SENCO or outside agencies.
- Parent/carer questionnaires.
- Parents evenings each term.

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

- Pupil discussion with the head teacher, SENCO or class teacher.
- Completion of activities such as All about me books and feelings charts.
- Pupil questionnaires.
- Representation on the School Council.
- Involvement in reviews and target setting.

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

- Approach the class teacher first.
- If the problem is unresolved then make an appointment with the SENCO.
- If your problem is still unresolved then follow the school complaints procedure.

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 SEN governor meets regularly with the SENCO to ensure the school's SEN policy is adhered to regarding links and information sharing with families and outside agencies

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

- During review meetings and multi-agency meetings
- Literature is sent out whenever school receives information for parents
- Information stands at parent's evenings when possible e.g. healthy families team

12. How will the school/setting prepare my child/young person to: i) Join the school/setting?

- Through visits to school, transition booklets, communication between parents, staff and other agencies where needed.

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

Through carefully planned transition programmes, extra visits to new classes or schools, transition booklets for the children and for the teachers, communication between parents/carers, staff and where needed, outside agencies.

iii) Prepare for adulthood and independent living?

By teaching a relevant curriculum incorporating skills such as problem solving, good communication, resilience and the ability to work with others. By ensuring pupils achieve their full potential academically, intellectually, socially, emotionally and physically in a safe and happy environment. Financial education through our PSHE curriculum and high quality maths and English teaching.

13. Where can I access further information?

By arranging a visit to the school, speaking to the SENCO or head teacher, visiting the website to access our policies and guides for parents.