



North Wheatley C of E Primary – SEND Information Report

Updated September 2024

North Wheatley C of E Primary School is a mainstream school within the Nottinghamshire County Council Education Authority.

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

We are an inclusive school, recognising that some children and young people, at times, may need something additional to or different from what we provide for the majority of children; this is special educational provision.

Around 15% of our full-time pupils (19/120) are currently identified on the SEN register as having a special educational need and have a support plan in place. We have an additional 10% (this number fluctuates) receiving support beyond our universal offer (Tier 1). These are children who have been identified by class teachers as currently working below age related expectations, making slow progress, or who have been taken off our SEN register and who now require further support and monitoring during this transition.

Whilst many factors contribute to the range of difficulties experienced by children, we believe that to overcome their difficulties, much can be done through the support of parents, teachers and pupils working together.

Special Educational Needs and Inclusion is always a priority at North Wheatley C of E Primary. The Governing Body and staff are committed to inclusion and the principles outlined in our SEND policy; working hard to ensure that excellent provision is made for every child and that all children are given the opportunities to be the best they can be.

Our belief is that creative teachers foster the creativity of all children; we aim to develop every child enabling them to believe in their own creative potential and have the confidence to try.

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?

SEND or Special Educational Needs and Disabilities is not a label, it is a term used within school to highlight children who need additional support. Great importance is given to identifying the needs of pupils with SEND as early as possible. This is effectively done by gathering information from parents, education, health and care services, or other settings prior to the child's entry into the school, as well as observations and continuous monitoring of the child's development.

We closely monitor the progress of all pupils in order to aid the identification of changing and additional needs. The child's class teacher will take steps to provide learning opportunities that will aid the pupil's academic, social, and emotional progress. The SENDCO (special educational needs and disabilities coordinator) will be consulted as needed for support and advice and will visit the child in class to highlight successes and offer advice. Parents and carers will be informed and involved during every stage of their child's journey through school.

Creative teaching (pedagogy) ensures that learning is both interesting and relevant for every child and we achieve this using imaginative approaches.

If any parent/carers has a concern about their child, they should initially discuss this with the class teacher. All parental concerns will be carefully listened to with genuine concern and empathy. The class teacher and SENDCO will liaise to discuss potential barriers to learning and, where required, ensure appropriate intervention is put into place.

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

At North Wheatley C of E Primary, we regularly evaluate our provision and its effectiveness through a range of different monitoring activities to ensure that every child fulfils their full potential.

These include:

- * data analysis
- * parents meetings
- * monitoring and moderation of support plans
- * review meetings with the child and any other professionals working with the child
- * discussion between SENDCO, teachers and support staff
- * pupil interviews
- * SEND learning walks
- * Teacher and SENDCO pupil progress meetings

Precedence is given to each child's social and personal learning; thus, we shape our curriculum in response to individual learners.

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?

Pupil progress is monitored on a termly basis within school.

Where children are identified as requiring additional support, termly review meetings will be held. The review process will evaluate the impact and quality of the support and interventions the child has received and provides a valuable opportunity to celebrate successes and recognise areas for development. It will also take account of the views of the pupil and parents.

There is an unrelenting insistence on refining provision. Vigilant observations by key personnel supports and encourages progress.

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

Once a pupil has been identified as having a special educational need, they will be carefully supported and closely monitored in order to identify any possible barriers to learning, and provided with appropriate support to enable them to overcome these barriers. The child's class teacher is responsible for providing appropriate learning opportunities that are well matched to the child's ability thus providing a rich and relevant curriculum to accelerate progress.

The class teacher may ask the SENDCO for support and advice to ensure the child receives the best possible learning opportunities.

Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made. Specialist provision may be accessed in 1:1 learning with adults or in small group work. This provision is specialised and may occur outside the classroom.

We believe in "Achievement for all" and provide a tailored approach to each child's special needs.



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

We aim to make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the exciting and stimulating curriculum at North Wheatley C of E Primary. This will be co-ordinated by the SENDCO and class teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

The class teacher and specialist teaching assistants remain responsible for working with your child on a day-to-day basis. Carefully considered support may be provided in class by the teacher or TA or may involve the child being withdrawn for additional intervention, group or individual support.

The interventions that we currently offer are tailored to meet the needs of individuals and develop skills in maths, reading, writing, phonics and speech, language, and communication.

Additionally, we are privileged to offer a bespoke programme of support which enhances children's emotional and social development. Classroom support is especially successful in building and sustaining positive relationships between pupils and staff. Personalised learning is observable in our school through our therapeutic interventions.

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

Decisions about the type and amount of support a pupil may receive are made based on the individual needs of each child. Decisions are usually made by the class teacher in conjunction with the SENDCO. Further valuable support is provided from consultation and guidance from experts in different areas of SEND support (Social and Emotional, Physical and Sensory, Cognitive and Learning, Communication and Interaction) which is followed as part of our extensive graduated response at school level.

A small number of pupils with SEN may require access to additional funding to help support them effectively within the classroom. This additional funding is accessed through a budget which is devolved to and moderated by the Family of Schools. At North Wheatley C of E, we are part of the Elizabethan Family of School, and can bid for pupils to receive low, mid or high Additional Family Needs (AFN) funding.

For those pupils with the most complex needs the SENDCO will refer individual applications to a multiagency panel (called the HLN panel) which is administered by the Local Authority. The panel meet each term and determine whether the complexity of need meets the threshold for this level of funding. The decision to apply for additional funding is made by the school SENDCO in collaboration with the Family SENDCO.

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

All children are encouraged to take part in the wide range of activities offered at North Wheatley C of E Primary. We place an emphasis on outdoor learning and want every pupil to experience learning both within and outside the classroom. Appropriate support will always be put in place to allow all pupils to access lunch time activities, sporting activities, school visits and outdoor learning. Extensive opportunities are also observable through our learning mentors and peer tutoring, where our oldest pupil's mentor our younger students.

The school works hard to ensure that pupils with disabilities participate fully in school life. Disabled pupils attend all school trips, ensuring that risk assessments take into account additional resources and adjustments that need to be made. Staff liaise closely with parents during the planning stages, to ensure the appropriate provision and support is in place for the

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

3g At North Wheatley C of E, we aim to create an enabling environment where all children progress and develop their full potential, to be the 'best me they can be'. We develop routines and stability to ensure that children feel safe. Pupil wellbeing is at the heart of everything we do!

Additional support is provided at break and lunch times, for those pupils who find the less structured parts of the day difficult, through the use of peer support and teaching assistants.

Our consistent approach to behaviour is outlined in our behaviour and positive relationships policy, which can be found on our school website. Occasionally, some children may require adaptations to our behaviour system, which can be individually tailored to meet their needs. Where this is the case, this will be discussed and agreed with parents and approach made clear in their individual support plans.

Where staff are aware that a child or young person may be experiencing friendship difficulties, a buddy system will be set up, or a 'Circle of Friends' initiated with the intention of supporting a child in and out the classroom. Stress reduction is achieved via co-regulation, using rich play materials and access to physical activities outdoors.

The PSHE curriculum is taught every week across school, and address issues such as bullying, relationships and safety, topical global issues, disability, and inclusion. This works alongside themed assemblies for children to share and reflect and various opportunities for all children to engage in discussion and debate.

We have a staff and pupils wellbeing team. The staff team support children every day through R&R (reflect and repair) time. This time supports pupils Social, emotional and mental health and provides opportunity for regular contact with familiar adults. The school also buys into CASY counselling.

Our lead SEND teaching assistant leads weekly therapeutic interventions to support with SEMH needs.

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.

The person currently responsible for overseeing and co-ordinating the day-to-day provision of education for pupils with SEND is the Inclusion Leader (also known as the SENDCO). Our SENDCO is Mrs Alison Richardson and her role is to oversee the school's policy for inclusion, and is responsible for ensuring that it is implemented effectively throughout the school.

Mrs Alison Richardson can be contacted by telephone 01427 880409 or by email head@northwheatley.notts.sch.uk or by visiting the school office.

The school Governors are responsible for the overall effectiveness of provision for special educational needs within the school and our Governor responsible for special educational needs is Mrs Margaret Cox.

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

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We aim to keep all school staff up to date with relevant training and developments in teaching practice, in relation to the needs of pupils with SEND. Whole staff training is carried out on a regular basis to increase staff's knowledge and understanding of a wide range of topics related to special educational needs and disabilities.

Recent training that staff have received related to SEND includes:

- CACHE/NCFE Level 2 Certificate Course Specific Learning Difficulties
- CACHE/NCFE Level 2 Certificate Course Challenging Behaviour
- CACHE/NCFE Level 2 Certificate Course Understanding Mental Health
- Mental Health Lead Training
- Understanding ADHD
- Coping with Risky Behaviours
- Engagement model for Reading and Writing
- Making Sense of Autism (whole staff training)
- Demand Avoidance (whole staff training)
- Ambitious SEND curriculum
- Phonics in KS2.
- Dyslexia Training
- Dyscalculia Training
- Every Teacher a Teacher of SEND – (Adaptive teaching)
- Precision Teaching

In addition to this, the SENDCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

At North Wheatley C of E Primary, a well-planned, progressive, and highly skilled workforce is a priority.

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

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.

We believe that the knowledge and information of support services is key in assisting school to provide effective and successful provision.

The school seeks advice, as appropriate, around individual pupils. Requests for involvement can be made to Schools and Families Specialist Services and the Educational Psychology Service on a termly basis. Referrals to the Early Help Unit, the Multi-Agency Safeguarding Hub, Family Service, CAHMS, Healthy Family Team, Sure start, Bassetlaw Primary Behaviour Partnership (BPBP) are made as and when it is necessary.

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

At North Wheatley C of E Primary we endeavour to comply with accessibility requirements regarding the physical environment and access to the curriculum. Our current access arrangements and areas identified for improvement are outlined in our Accessibility Plan. We recognise that additional modifications may need to be made at any time, to ensure all pupils are able to fully access the school site and the curriculum we offer.

The school currently has a range of facilities for pupils with SEND in place. These include:

- Sensory toys
- Wheelchair access to the school building
- Teaching assistant support allocated across school
- Disabled toilet
- Visual widget timetable in every classroom
- Use of Dyslexia friendly resources throughout school
- Use of ipads
- Use of spaces around school to provide calming and therapeutic spaces for play, group, or individual work with a range of Sensory / Wellbeing resources
- Information from the school office (for parents) available in a range of formats, including large print, translated, and copied on coloured paper (dyslexia friendly)
- Visually impaired adjustments

If a situation arises where specialist equipment was needed, then advice would be sought from specialist services, such as the Physical Disability Support Service.

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?

At North Wheatley C of E Primary, we work closely with parents and carers to gain a better understanding of their child and involve them in all stages of their child's education. If an assessment or referral indicates that a pupil has additional learning needs or a special educational need, the parents and the pupil will always be consulted with regards to future provision. Support will also be offered in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provision for pupils within the school as a whole.

Parents are invited to attend meetings with staff and external agencies (if involved) regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

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

At North Wheatley C of E Primary, we work hard to create a school environment where pupils feel safe to voice their opinions of their own needs. We believe that pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.



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Children with special educational needs, wherever possible, will be involved in their target setting and reviewing process and attend their termly review meetings where appropriate. Their views about the provision will always be taken into account.

The SENDCO may carry out pupil interviews annually where appropriate and gets to know the children, in order to monitor the appropriateness of provision and to gain their views and opinions about the issues that matter to them.

Having empathy and understanding enables us to wield a quiet magic around every child and ensures we set up pathways to success.

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, they are advised to speak initially to the relevant class teacher, and then the Head Teacher if they feel the issue has not been resolved. If the issue is regarding a child's special educational needs and the provision made by the school, then they should make an appointment to speak to the school SENDCO (Mrs Alison Richardson), who will hopefully be able to suggest ways forward and make steps to resolve the issue.

If parents feel the matter is still unresolved and intend to submit a formal complaint, then a full copy of the complaints procedure from the school office can be obtained upon request.

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?

At North Wheatley Primary School we work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

We have several services who work alongside staff, pupils and parents at our school to provide support and advice, enabling us to achieve the best possible outcomes for each child and their family. This includes Schools and Family Specialist Service, Educational Psychologist, BPBP, Targeted Support, CAMHS, Speech and Language Therapy and Social Services. Additional services/professionals can be contacted to support, as the need arises.

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

Additional services and organisations are recommended to parents, carers and young people as and when a need arises. Services which may be recommended include support groups, charitable organisations, clubs for children and the Parent Partnership Service.

Parents will be signposted to Nottinghamshire Local Offer page on the website, access to this can be supported by school if parents have difficulties accessing a computer, smart phone or tablet.

www.nottinghamshire.SENDdlocaloffer.org.uk

Or you can download the MyNotts app which has extensive guidance and advice for families.

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.

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

When a child with additional needs joins the school every effort is made to ensure that they have a smooth transition and that resources are in place to meet their individual needs.

The Headteacher the SENDCO (Mrs Alison Richardson) will liaise with the child's previous school or setting to ensure that all of the relevant information has been shared.

We encourage visits from children and their families before starting our school.

For those children who have support in place from professionals, related to their area of need, we like to hold an informal meeting between ourselves, parents, the professionals, and the child (where appropriate) before they start school, or within the first few weeks of them joining us. This helps us get to know each other, share information and ensure appropriate provision and support are in place, to achieve the best outcomes for the child and their family.

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

The SENDCO will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. This will ensure liaison between staff members and SEND teams within school to ensure that the provision is individualised where needed.

As pupils move to a new class, plans are put into place to support both the pupil and new staff to enable them to successfully transfer alongside their peers. This may include the organisation of additional visits, sharing of information, creating photo books, meeting new staff and facilitating any appropriate staff training, or a graduated timetable.

The school closely liaises with our local Secondary Schools to enable an effective transition to take place. Parents are actively involved and kept fully informed throughout this transition process.

iii) Prepare for adulthood and independent living?

We encourage children to be as independent as possible, in preparation for adulthood. The teaching of life-skills is embedded in our everyday practice, throughout the primary years. We understand that for pupils with significant special educational needs, learning life skills is equally as important as acquiring new skills in reading, writing and maths.

13. Where can I access further information?

Further support can be found on the SEND Information Page on our school website <https://www.northwheatleyprimary.net/special-educational-needs-sen/> or by contacting our SENDCO (Mrs Alison Richardson) by email head@northwheatley.notts.sch.uk.