

**SEND Information Report Questions for Edwalton Primary School also
published on the Local Offer website 2024-5**

**Edwalton Primary School
SEN information report as found on Local Offer 24-25**

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

Edwalton Primary School is a mainstream Primary school that aims to be as inclusive as possible and tries to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

There is a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis. We use dyslexia friendly strategies in all classrooms.

The needs generally fall into one or more of the following categories; Cognition and Learning, Communication and Interaction, Behaviour, Social and Emotional 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?

Children are identified as having SEND in 2 main ways;

All children are regularly assessed by class teachers and progress is tracked and monitored. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries, have social or emotional difficulties, are vulnerable or have specific diagnosed needs will be monitored and some may become 'SEN support'. Some of the strategies we use to assess are included in the SEND policy and below.

Children are also assessed by outside agencies such as a pediatrician and specific diagnosis made. Where outside agencies are involved the school will work alongside them in collaboration with the family. Not every child with a diagnosis will be SEN support, but they will be regularly monitored.

What should I do if I think my child has special educational needs?

Any concerns about a child's needs should be raised through the **class teachers** who will then consult with the SENCo: Annie Holmes

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils

Intervention work is reviewed at least termly by the SENCO with class teachers and teaching assistants, using teacher assessments, specific test results and observations. The Teaching Assistants meet with the SENCO, or SENCO support, regularly and children's individual needs are reviewed and adapted as necessary. Children with SEND are also carefully monitored at termly progress meetings with the head teacher. The head teacher, Assistant Head teachers

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and class teachers regularly monitor progress. This is reported back to the governors by the Head teacher.

Parents will be offered a chance to discuss progress each term in a parents evening or 'review meeting'. Additional meetings may be planned as necessary. Multi- agency meetings where support from other agencies is necessary will also happen as needed. A home school communication book (or via dojo) can also be set up on a needs led basis where daily contact is needed.

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?

There are parents evening in Autumn and Spring Term. Targets are reviewed at these meeting for some children. Children who have been identified as having more complex SEND support Special needs, or who are in receipt of an EHC plan review meetings will be planned with the SENCO, class teacher and agencies involved will be invited along. At this meeting targets are reviewed and new ones set together. At the end of the year every child will receive an Annual Report from the class teacher.

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

At Edwalton the approach we take varies from child to child, and is personalised according to need. We believe in the importance of every child achieving their 'best' through 'Quality First Teaching'. A child centred marking policy and feedback system allow all children to be involved in their learning. We may also use interventions to support their learning. This may be in class or away from the main curriculum teaching depending on the aim and effectiveness. Interventions may be on a one to one or a small group basis. It may also involve use of different equipment or the adaption of the curriculum.

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

The curriculum may be adapted through differentiation, using prompts, adapted resources and by support from teachers and teaching assistants. In some cases specific schemes of work (including for social and emotional difficulties) and interventions will be used.

Examples of the interventions we use include literacy interventions such as switch on reading and writing; additional phonics; 5 minute box; precision teaching; speech and language programmes; use of equipment such as numicon to support maths; interventions to help with self-esteem, anxiety and managing feelings.

Children who have a special need which requires a more bespoke approach will have individual targets and specific individual strategies recorded on a SEN Support Plan/pupil profile. These targets and a review of strengths/ progress and needs will be re-evaluated termly and discussed with both the pupils and their families at review meetings. The individual targets will include strategies on how families can best support their child and what the preferred outcome will be.

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

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Some children will have extra help from another adult to achieve targets from their individual plan.

A few children may benefit from support and advice from other sources and specialists.

A very small number of children will have exceptional needs that require the school to request support and additional funding from the Rushcliffe Family of schools (AFN) or Children and Young People's Services (HLN).

Funding

- **ASN funding** (additional school need). Some children will need additional support other than that normally provided by the classroom teacher. This funding comes directly into the schools budget and is used to ensure that there is at least a part time TA per year group.
- **AFN funding** (additional family need). A few children may continue to give concern or may have a specific diagnosis that requires additional help. The SENCO has to put in a bid to the family of schools to access this funding and it is decided on by the family of schools SENCOs. This funds some additional hours TA support.
- **HLN funding** (higher level need). Occasionally a child may have complex or more severe needs which require more consistent adult support to access and adapt the curriculum. This funding has to be applied for through the Local Authority.
- **Medical funding** If a child has complex medical needs which require some form of physical intervention we may be eligible to access this funding.

Note: An EHCP in Nottinghamshire does not affect the amount of support / 1:1 TA time a child will receive. Funding for TA support is applied for separately.

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

We will aim to include all children in extra activities. Where necessary will work alongside families and support services to ensure children access a broad and balanced curriculum. We also aim to make sure all children have equal access to school life including clubs, residential visits, school council and in the day to day roles and responsibilities in school.

Extra preparation and resources such as a visual timetable may be provided in order to reduce anxieties which may occur when things are different.

3g. What support will there be for my child / young person's overall wellbeing?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes deliver PSHE (Personal, Social, Health and Economic education) curriculum to support this development.

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However, for those children who find aspects of this difficult we offer in-school nurture provision, run by teaching assistants such as lunchtime and playtime support through planned activities and groups. If your child still needs extra support, with your permission the SENCO will access further support through Children and Adolescent Mental Health services (CAMHs). We have a full time Pastoral Manager / Emotional Literacy Support Assistant to co-ordinate provision for well being and offer specific nurture sessions.

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

The SENCO: Mrs Annabel Holmes can be contacted by phoning the school office 0115 9144221 or emailing:

aholmes@edwalton.notts.sch.uk

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

The SENCO/ Asst SENCO received additional training in the last 3 years (2021-2024) on Mental Health 1st Aid refresher 2024; ELSA refresher 2024 (Emotional Literacy), EBSA 2024 (Emotional Based School Avoidance), Harms Outside the Home 2024; Making Sense of Autism 2024; ADHD 2023, Demand Avoidance from a Speech and Language perspective 2023; Speech and Language training 2023; Supporting effective transition 2023; Inclusive schools 2023; ATTEND (promoting positive relationships between home and school re attendance) 2022 and 2023. Additionally in previous school years: Emotional Health and Wellbeing and child mental health. This has been cascaded to all staff at INSET and through meetings. Developmental Language Disorder; OFSTED best practice SEND; Engagement model; Wellbeing for Education; Attention Autism overview; FASD virtual school training; Child protection and attended the Looked After Children Conference 22,23,24- including trauma informed practice. Plus additional training in the Areas of ASD, Trauma, Looked after Children and Behaviour Support.

Our SENCO support senior TA is ELSA Trained (Emotional Literacy Support Assistant) and has clinical supervision through the Educational Psychology Service. The ELSA also had a significant amount of training during 2021/2 including on mental health, behaviour, ASD, dyslexia and supporting parents.

We have staff who are trained in Coping with Risky Behaviour (CRB, previously known as MAPA). We also have staff trained in delivering 'Switch on Reading and Writing', Autism level 2 and level 3 and PTAP; ADHD, play therapy and around attachment difficulties. All staff are first aid and safeguarding trained. Finally the Rushcliffe Primary SEMH Team provides training for teaching staff, TAs and Midday Supervisors on behaviour management and social and emotional issues.

Our school operates the following training programs:

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- Flying High Partnership PLCs
- The SENCO attends Local authority conferences
- TAs also attend Local authority professional development
- Specialist schools and Families services training
- The Rushcliffe Primary SEMH Support provides training for teaching staff, TAs and Midday Supervisors on behaviour management and social and emotional issues. The Educational Psychologist also provides training for example on attachment issues
- The family of schools work together to train staff where possible, agreed through Springboard
- Individual staff also attend training to support specific needs

Our school operates the following training programs:

Flying High Partnership PLCs

From Flying High Partnership - Teaching School Network

The SENCO attends Local authority conferences

TAs also attend Local authority professional development

Specialist schools and Families services training

The Rushcliffe Primary Behaviour Support provides training for teaching staff, TAs and Midday Supervisors on behaviour management and social and emotional issues. The Educational Psychologist also provides training for example on attachment issues

The family of schools work together to train staff where possible, agreed through Springboard

Individual staff also attend training to support specific needs

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

A request can be made through Schools and Family Support Services (SFSS) for assistive technology ie laptop / ipad / support for Visual or Hearing Impairment on a case by case basis for children with complex needs.

Access to the PDSS team can be made through a referral for equipment needed to support a physical disability.

Currently the school is all on one level with occasional steps/ramps to the outside areas. These steps and other uneven surfaces are highlighted in yellow paint. There is an accessible toilet and shower in the main school building and an accessible toilet in one of the external classrooms.

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?

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's Support Plan. Information on support agencies, including the Ask Us/ Parent Partnership is available from the SENCO. Parents/carers to receive a leaflet about Special Educational

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Needs at Edwalton in their admission packs which is also available on the school website.

The SEND team can always be contacted, via the school office, for an appointment to discuss any concerns.

Parents can contact their class teacher at the beginning or the end of the day to make an appointment or by phoning or emailing the school office.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to 'Ask Us' parent support service or suggest support via the children's centre and other specialist organisations where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor may be contacted in relation to SEN matters.

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

Children with special needs are asked to contribute their pupil views regarding things they are good at or enjoy and things they feel they could be even better at. Children, where appropriate can contribute to review meetings to give their view on the provision they are accessing and how they feel they can best be supported. Some children have additional provision from an ELSA (Emotional Literacy Support Assistant) trained Nurture / pastoral teaching assistant to allow time to express their views and feelings.

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, an appointment can be made by them to speak to the SENCO or a member of the Senior Leadership Team, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint. The head teacher and senior leadership team will aim to resolve any complaints as soon as possible.

The School complaints Policy is on the school website or available on request from the school office.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

Governors have a responsibility to ensure children with SEND can access services by:

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- Determining school's general policy
- Appointing the 'person responsible' for Special Needs (SENCO)
- Having regard to the Code of Practice in all decisions
- Establishing the appropriate staffing and funding arrangements and maintain an overview of the school's work
- Ensuring that where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- Ensuring that teachers in the school are aware of the importance of identifying, and providing for, those pupils with special educational needs
- Working with the governing bodies of other schools in the area where necessary to co-ordinate special educational provision.
- Ensuring that necessary provision including accessing other services is made for any pupil who has special educational needs and that all pupils are fully included.

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

Parents / Carers seeking advice if they have a concern about their child can contact the following

Annabel Holmes school SENCO: aholmes@edwalton.notts.sch.uk Tel: 0115 9144221

Abbey and Lady Bay children's Centre; Tel: 0115 9694480

Ask Us (formerly Parent partnership) :0115 9482888 Helpline 0115 8041740

Email enquiries@ppsnotts.org.uk

More information about the local offer available in Nottinghamshire can be found on the Nottinghamshire County Council website:

http://nottinghamshire.sendlocaloffer.org.uk/kb5/nottinghamshire/fsd/local_offer.page

Information for children and young people with disabilities in Nottinghamshire can also be found through Iris, which can be found within the SEND Local Offer site

<https://search3.openobjects.com/kb5/nottinghamshire/directory/service.page?id=VHZvbNjHv4k>

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

- i) Join the school/setting?
- ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

Transition between classes is carefully managed by all the staff. At the end of each year the class teachers hold meetings with the children's new teachers. TAs also meet, at the end of each academic year, to pass on information about targeted children. Class teachers pass on all relevant information regarding children including details of any interventions, difficulties etc.

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The SENCO team at Rushcliffe Secondary is invited to Year 6 reviews to meet with the children and their families. We also liaise closely with the head of Year 7 and the pastoral assistant. When a child is moving to a different secondary school we would also contact and liaise with the relevant staff.

In the summer term the Key Stage 3 SENCO invites children with an EHCP or with anxiety related SEND and those whom there are concerns about the secondary school transfer, to visit the Learning Support Centre. Some children will also undertake extra visits to Rushcliffe School to familiarise themselves with the support available, meet staff and facilitate the transition process.

Transfer forms/ booklets are completed by the SENCO/class teacher and relevant documentation is transferred indicating the child's needs and placement on register, relevant assessments and nature of current support.

13. Where can I access further information?

From the school website <http://www.edwaltonprimaryschool.co.uk/>

SEN Information Last Updated On: 01/10/2024