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NORTH WINGFIELD PRIMARY & NURSERY ACADEMY

Special Educational Needs & Disability Information Report

Approving Body	School Governors
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Further Information/Guidance	Equality Act 2010: advice for schools DfE February 2013 SEND Code of Practice 0-25 (June 2014) Schools SEN Information Report Regulations (2014) Statutory Guidance on Supporting pupils at school with medical conditions April 2014 The National Curriculum in England Key Stage 1 and 2 framework document Safeguarding Policy Special Educational Needs and Disability Policy Accessibility Plan Teachers' Standards 2012 The SEND Local Offer http://www.derbyshiresendlocaloffer.org/

At North Wingfield Primary and Nursery Academy we strive to create a learning environment where all children feel happy, safe and cared for and able to achieve their full potential. Children, parents, staff and governors achieve this by having PRIDE in being part of the North Wingfield family.

Our values of partnership, respect, independence, determination and enjoyment apply to all our children regardless of race, gender, creed, ability or disability and provide the basis for all decision making within the school.
Children with SEND will be afforded the same rights and responsibilities as other pupil members of the school's community.

North Wingfield Primary and Nursery Academy caters for children from 3 to 11 years of age. At the time of writing there are **370** children on roll and 61 of our pupils are identified as having special educational needs or disabilities. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans, and those without.

North Wingfield Primary and Nursery Academy works within the Derbyshire Local Offer. Please visit this website for further information. http://www.derbyshiresendlocaloffer.org/

- **Key Contacts**

Head Teacher – Rachael Peacock

SENCO – Rachel Shepherd

SEND Governor – Nigel Parker

Pastoral Manager – Karen Denovan

Please contact the school office by phone on 01246 8511176 or by email info@nwpna.org.uk if you wish to speak to any of the above.

What kinds of special educational needs does North Wingfield Primary and Nursery make provision for?

The North Wingfield Primary and Nursery Academy celebrate and value the differences between each child and adult. Within our school community, we have pupils with a wide variety of special education needs and disabilities such as Autism Spectrum Condition, hearing loss, attachment and trauma, allergies, Demand Avoidance, Attention Deficit Hyperactive Disorder and Speech, Tourette's syndrome and Language and Communication difficulties. Some pupils have a clear diagnosis and others do not but all pupils receive the support they require to make good progress and do not always require an EHC plan to access support. All children are welcome to attend North Wingfield Primary and Nursery Academy and if there is a Special Educational Need or Disability, we will endeavour to acquire the skills and knowledge to support the child and their family to the best of our ability, making reasonable adjustments that are supported by the Local Authority. We work closely with a variety of agencies to ensure smooth transitions and implementations of care plans. These include the Healthy Families Team, Schools and Families Specialist Services, Speech and Language Therapists, the Early Help Unit, Paediatricians, Children's Centres, Small Steps, GPs and the Educational Psychologist.

How does North Wingfield Primary and Nursery Academy know if pupils need extra help and what should I do if I think that my child may have special educational needs?

At different times in their school life, a child or young person may have a special educational need. School staff understand a pupil has SEND if:

- Parents inform the school prior to or during admission.
- Outside agencies contact the school prior to / during admission or whilst the child is a pupil at the school.
- The class teacher, SENCO, school leaders identify that a pupil has significantly greater difficulty in learning than the majority of children of the same age or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority.

How do NWPNA support children with SEND?

At North Primary and Nursery Academy we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum, which is differentiated to meet individual needsand abilities.

Our school:

- Has effective management systems and procedures in place for SEND, taking into account the current Code of Practice (2014).
- Has successful communication between teachers, children with SEND, parents of children with SEND, teaching assistants who run groups and outside agencies.
- Acknowledges and draws on parents' knowledge and expertise in relation to their own child.
- Is committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality
- Has an effective review cycle that allows us to monitor, review and plan for the next steps of development based on the Assess, Plan, Do, Review cycle
- Ensures that consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.

Who are the best people in school to talk to about my child's difficulties with learning / Special Educational Needs or Disability (SEND)?

The Class Teacher is responsible for:

- Monitoring the progress of all children and identifying, planning and delivering any additional help your child may need (this could be interventions, resources, additional support) and informing the SENCO and parents as necessary.
- Writing and updating a pupil profile for all children in their class identified as having SEND in line with our Assess, Plan, Do, Review cycle.
- Keeping a provision map detailing additional intervention support for pupils in their class.
- Ensuring that the school's SEND policy is followed in the classroom for all the pupils they teach with SEND.
- Liaising with outside agencies who may be coming into school to support your child's learning e.g.School Health, Paediatricians, Speech and Language Therapists.

Miss Rachel Shepherd, SENCO, is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you as parents / carers are:
    - involved in supporting your child's learning
    - kept informed about the support your child is getting
    - involved in reviewing how your child is doing
- Liaising with all the other people who may be coming into school to support your child's learning,

e.g. Speech and Language Therapist, Educational Psychologist.

- Updating the school's SEND register and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible.

Mrs Rachael Peacock, Head Teacher, is responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND.
- Working closely with the SENCO and class teachers.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.
- Ensuring your child's needs are met.

SEND Governor, who is responsible for:

- Making sure that the necessary support is given for any child who attends the school who has SEND.

What are the different types of support available for children with SEND in our school?

Targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, is able to do and understands.
- Different ways of teaching are in place so that your child is fully involved in learning in class. For example, differentiated work, mixed ability groupings, pre-teaching and scaffolded tasks.
- Specific strategies, which may be suggested by the SENCO or outside agencies, are in place to support your child to learn. For example movement breaks, visual supports, practical resources, social stories or using particular technology.

Specific group work

Interventions which may be run:

- In the classroom or in another space in school.
- By a teacher, teaching assistant or pastoral manager.

Intervention Programmes at North Primary and Nursery Academy include: Phonics, Individual Reading, Talking Stories, Precision Teaching, 1st Class at Number, ECAT, ECAM, KS1 and KS2 Talk Boost, Attention Autism, Anger

and Anxiety gremlin, ELSA, Positive Play, Lego Therapy, Forest School, Behaviour Toolbox and Nurture.

Specialist activities run or advised by outside agencies (e.g. Speech and Language therapy ,Behaviour Support)

- This means they have been identified by the SENCO / class teacher as needing some extra specialist support in school from a professional outside the school.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. Staff will then act upon those recommendations and arrange for a specifically tailored intervention to take place.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, initially, speak to your child's class teacher. If you continue to be concerned that your child is not making progress, you may speak to the SENCO or Head Teacher.

The Derbyshire Information and Advice Support Service for Special Educational Needs and Disabilities provides information and support for parents and young people. The advice line can be reached Monday to Friday from 9.30am to 3pm 01629 533668. More information can be found on their website.
https://www.derbyshireiass.co.uk/home.aspx

How will the school let me know if they have any concerns about my child's learning in school?

- Initially, the class teacher will approach you to discuss these concerns.
- If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:
    - Listen to any concerns that you may have.
    - Plan any additional support your child may need.
    - Discuss with you any referrals to outside professionals to support your child's learning.

How is extra support allocated to children and how do they progress in their learning?

- The school budget received from Derbyshire Education Authority, includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential. Where appropriate, the SENCO will make an application for additional funding if it is agreed a child's barriers to learning cannot be overcome within the means of the delegated budget.

- The Head Teacher decides on the deployment of resources for children with SEND in consultation with the SENCO and governors, on the basis of needs in the school

- The Head Teacher and the SENCO discuss all the information they have about SEND in the school including;

  - The children getting extra support already.
  - The children needing extra support.
  - The children who have been identified as not making expected progress and for whom Pupil Profiles are developed. These identify all resources / training and support for children with SEND, are reviewed regularly and changes made as necessary.

Who are the other people providing services to children with SEND in this school?

School Provision

- Teachers are responsible for planning differentiated lessons to meet the needs of all pupils within the class setting.

- Teaching Assistants working with small groups or individual children.

- Small groups for interventions listed in our school offer.

Multi Agency Provision including Local Authority Provision which may be delivered in school

- Derbyshire Education Psychology Service
- Behaviour Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- School Nurse and School Doctor Service
- Physiotherapy and Occupational Therapy
- Physical Impairment Support Service

- Support Service for Special Educational Needs (SSSEN)
- Autism Outreach
- Visual Impairment Support Service
- Hearing Impairment Support Service
- Positive 4 Young People (P4YP)
- The Elm Foundation

How are the teachers in school helped to work with children with SEND and what training do they have?

- One of the roles of the SENCO is to support the class teacher in planning for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies. During the academic year 2021/2022 staff training has included domestic abuse awareness, emotion coaching, phonics intervention, Behaviour Box, sensory processing, Lego Therapy, executive function and mediating learning, Speech and Language therapy and hearing loss training.
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class.

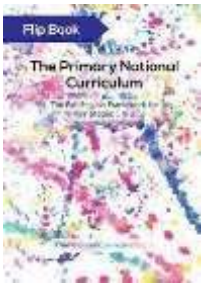
How will teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.

How is the curriculum adapted to meet the needs of my child?

The school teaches from the National Curriculum in Key Stage One and the Statutory Framework for the Early Years Foundation Stage. This encompasses planning and organising tasks, support and resources. It also includes scaffolding questioning and how feedback is given to the pupil about progress and steps to improvement. Pre key stage standards and the Engagement Model are used where relevant in Key Stage One and B squared in the Foundation Stage.

Curriculum scaffolding is the responsibility of every teacher, supported by the Curriculum Leaders. The curriculum is reviewed annually and adjusted by the Curriculum Leaders with the SENDCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.



At North Wingfield Primary and Nursery Academy we are proud to provide an inclusive learning environment for all our pupils with SEND. Our pupils with SEND have a range of different needs and therefore the adaptions to the curriculum are different for individual pupils.

Some pupils may have tasks broken down into smaller steps, brain breaks and additional check in from the classroom teacher. Some pupils may have a sensory plan, a safe den area, a visual timetable and personal rewards for completing tasks. Some pupils may have a specific place to sit in the classroom, rest breaks, specialist equipment and a risk assessment. Some pupils may have instructions given one at a time, visual supports for new language and staff modelling the correct pronunciation of certain letter sounds.

Care will be taken when planning adaptions to ensure that pupils with SEND are able to access the same activities available to their peers who do not have SEND.

Please also see the section: *What are the different types of support available for children with SEND in our school?*

How will my child's views be taken into account?

- Pupils' views are really important to us and help us to make the best possible provision for overcoming barriers to learning. Pupils have the opportunity every day to speak to teaching and support staff. The SENCO, pastoral manager and head teacher are also available should a pupil need to speak directly to them.
- At the beginning of each academic year, every child with SEND is supported to complete a pupil voice activity which then forms the first page of their Pupil Profile. This provides opportunity for pupils to share their strengths, interests and how they can be helped in school. This information is viewed by the pupil's class teacher and any other staff working with them.
- In the summer term of each academic year, every pupil with SEND is supported to take part in a pupil questionnaire. These views are shared with current and future teaching staff. These questionnaires are also read by the SENCO and any issues raised by pupils are followed up.
- We aim to involve pupils with SEND in reviewing their pupil profile targets at least three times a year.
- Pupils who are supported by additional funding also have their views sought through EHCP annual reviews or GRIP evaluations.
- Some of our pupils have sensory plans which outline adjustments that help them to succeed in the school environment. Pupils are consulted and their responses are taken into account when developing a sensory plan using the Derbyshire Sensory Processing Toolkit.

How will we measure the progress of your child in school?

Your child's progress is continually measured by their class teacher.

- Progress in Reading, Writing and Maths is formally assessed each term.
- Progress is monitored regularly by the Head Teacher, SENCO and Class Teachers.
- Where appropriate, staff make use of standardised diagnostic assessments.
- At the end of Reception pupils are assessed against the Early Years Outcomes. In Year One pupils take part in the Y1 Phonics Screening, Year 4 pupils participate in a Times Tables screening, Teacher assessments are submitted in Year 2 and external assessments take place in year 6. These are government requirements and the results are published nationally.
- All pupils with SEND will have a Pupil Profile based on areas of identified need. Progress against identified outcomes will be reviewed regularly and future provision amended as necessary.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision.
- The school will also check that your child is making good progress within individual work and targeted group work through:
    - book scrutiny
    - observations if thought necessary
    - data analysis

What are pupil profiles and how can I be involved?

Every child with SEND has a pupil profile which their class teacher is responsible for writing and updating. A pupil profile outlines the needs of a child with SEND, any adjustments needed in the classroom and it identifies outcomes and planned support. Every profile should take into account the views of the child and you as parents.

Outcomes on pupil profiles are set and reviewed at least three times a year. Your child's class teacher may arrange a phone call, face to face meeting or have a discussion as part of a parents evening appointment to seek your views on the progress made against outcomes and setting new outcomes.

Evidence of progress against pupil progress outcomes may take account of teacher assessments including achievements in curriculum areas, standardised assessments including those which provide an age score for

a specific subject, an intervention specific assessment such as that used in Lego therapy, evidence in books, comments from lessons and where appropriate, comments from other professionals involved with supporting your child.

How is the effectiveness of provision for pupils with SEND evaluated?

- Individual pupil progress and the impact of provision is evaluated in the ways outlined in the section above.
- An overview of the intervention provision for pupils with SEND is contained in a class provision map. The provision map outlines the planned outcomes for interventions and assessment information.
- Provision maps are formally reviewed each term and changes made where provision is not effective. Changes may include planning to use a different intervention, making adaptions, changing the timetable or location, or finishing the intervention.
- Staff delivering interventions keep records of assessment, attendance and learning. These are viewed by the SENCO at least three times per year.
- A range of assessment information is used to evaluate the effectiveness of interventions including teacher curriculum assessments, standardised assessments, specific assessments for emotional or physical development, phonics trackers, pupil and parent comments.
- Professionals from other agencies play a key role in the evaluation process by providing further assessment evidence when practice is effective and when amended or different provision is needed.
- Monitoring of provision for pupils with SEND is carried out by the SENCO and members of SLT. This monitoring includes book scrutiny, classroom observations, intervention observations and checking profiles and provision maps.

What support do we have for you as a parent of a child with a SEND?

- The class teacher is available to discuss your child's progress, any concerns you have or to share information.
- The SENCO (Miss Shepherd) is available to meet with you to discuss any concerns or worries you may have.
- All information from outside agencies / professionals will be shared with you by the person involved directly, or where this is not possible, in a report.
- You will be involved with setting new Pupil Profile targets.

- If required, a home / school communication book can be set up.

How is North Wingfield and Nursery Academy accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- We have an up to date Disability Equality Scheme which includes our Accessibility Policy and Plan (see website). This plan outlines how we are increasing the extent to which disabled pupils can participate in the curriculum, improving the physical environment to enable disabled pupils to take better advance of the education, benefits, facilities and services we provide and improving the availability of accessible information to disabled pupils/
- There are 3 disabled toilet areas.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off site activity or a school visit. We also work with these advisors to ensure specialist equipment is provided to ensure inclusion in all aspects of school life.

What support is available to improve the emotional and social development of pupils with SEND?

- Pupil views are formally sought at the beginning of each year when creating their pupil profile. This information is contained in the first page of their profile and includes information that pupils feel is important and how staff can help them.

- Pupil views are sought every year in the form of a pupil questionnaire, as part of the assess, plan, do, review cycle and through regular class PSHE discussions. Pupils are able to speak to their class teacher and other staff in school throughout every school day.
- Parents are able to share concerns about the emotional and social development of their child with class teachers, the SENCO, Pastoral Manager or Headteacher.
- A range of support is available as part of provision in the classroom to improve emotional and social development. This support is tailored to the individual needs of each identified pupil. Support may include personal meet and greet, frequent check-in, sensory adjustments including movement breaks or a workstation, a personal visual timetable, social stories and individual communication aids.
- Pupil emotional and social development is also improved through targeted interventions. These maybe delivered by the pastoral manager or a teaching assistant. Examples of these interventions include Lego Therapy, Nurture, Forest School, Behaviour Box, Positive Play, emotional literacy activities, Drawing and Talking Therapy and Anger/Anxiety Gremlin.
- In line with the assess, plan, do, review process, advice may be sought from other agencies to help support the social and emotional development of young people. These agencies include the Behaviour Support Service, Educational Psychology Service, and CAMHS. Where appropriate, additional funding will be sought to implement the provision advised for individual pupils.
- Staff receive training about improving emotional and social support. Over the past two years examples of this training has included attachment, emotion coaching, domestic abuse, ADHD and using social stories.
- Please also see the school Anti-Bullying policy available on the school website.

How will we support your child when they are joining or leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is a smooth as possible

If your child is joining us in Reception from a local nursery, childminder, or from home:

- The SENCO and or class teacher will visit the pre-school as appropriate and meet with your child,teachers, and parents.

- The SENCO and/or class teacher will make a home visit to develop a good working relationship. Outside agencies already involved may also be present.
- A book introducing the staff and setting may be produced if this would be beneficial to your child
- Adaptations to the length of the school day, or a phased start can be arranged if this would be beneficial to your child.

If your child is moving to a new school we will:

- Contact the SENCO and ensure they know about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.
- We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them.

When moving classes in school:

- Information will be passed on to the new class teacher and if appropriate a planning / transition meeting will take place.
- New class teacher to be invited to any meetings that are arranged during the summer term prior tomoving classes.
- If your child would be helped with a book, photographs or a passport to support them in understanding moving to a new class this can be made for them.

In Year 6:

- The SENCO and / or class teacher will discuss the specific needs of your child with the SENCO and / or head of year of the child's chosen secondary school. In most cases, a Pupil Profile review meeting, where transition will be discussed, will take place with the SENCO from the new school
- As well as the arranged transition days if your child requires additional visits this can be arranged. On some occasions the staff from the new school will visit your child while they are at North Wingfield Primary and Nursery Academy.

- If your child would be helped with a book, photographs or a passport to support them in understanding moving to a new school this can be made for them.

How will we support a child with SEND who is looked after by the local authority?

A pupil with SEND who is looked after by the local authority will be provided for in the same ways as all pupils with SEND, as outlined in this information report. However pupils who are looked after by the local authority will also have a Personal Education Plan or Early Years Personal Education Plan. This is a record of progress, achievement and professional support for the child. PEP meetings will be conducted at least termly and overseen by the Designated Teacher who, at the moment, is the Assistant Headteacher Diane Parmley. Pupil Premium Plus funding is allocated to the Virtual School from central government and will be claimed by school to support the child's educational needs identified through the PEP process.

What is the local offer?

- 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 Derbyshire 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. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

  More information can be found on; www.derbyshire.gov.uk/SEND

Complaints Procedure

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head Teacher or SENCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.

  https://www.northwingfield.derbyshire.sch.uk