



## Nutley Church of England Primary School

*Believe and Achieve*

*John 10:10, "I have come so they may have life and have it to the full"*



## Special Educational Needs Information Report

### About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on [www.eastsussex.gov.uk](http://www.eastsussex.gov.uk)

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is also linked to our SEN policy.

For more information on the law and guidance we follow, see [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)

This report will be reviewed annually. The Governors will also review this report every year. If you want to give us feedback about the report, please contact the school office:

[office@nutleyce.e-sussex.sch.uk](mailto:office@nutleyce.e-sussex.sch.uk)

### 1. Introduction

At Nutley Church of England Primary School, we are committed to offering a broad, inclusive curriculum that ensures that every child succeeds and makes the best possible progress whatever their needs and abilities. Relationships are very important at Nutley CE School as we believe that happy, settled children are more receptive to learning. Everyone - children, parents, staff and governors - is a valued member of Team Nutley. We have high expectations for every child expecting them to achieve or exceed national expectations at the end of each Key Stage. All children are included in everything we do, including school visits and residential trips in upper key stage two. Support is provided for any child who at any time

in their school life requires additional or different provision to help them achieve success. These children may also be those on the SEN register or from groups that are nationally recognised as vulnerable to underachievement such as Child Looked After (CLA), FSM and those from ethnic minority groups. We recognise that any child's circumstances can make them vulnerable to underachievement at some stage in their schooling.

## 2. Who do I contact about my child's special educational needs?

Your first point of contact at school is the child's class teacher.

The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational need, including those who have EHC plans. She also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

SENCO: Sue Thomas

Contact : [office@nutleyce.e-sussex.sch.uk](mailto:office@nutleyce.e-sussex.sch.uk) 01825 712575

Best time to contact: During school hours Monday - Friday

## 3. Which children does the school provide for?

We are a maintained Primary School. We admit pupils from age 4 to 11.

We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child with a statement or Education, Health and Care plan, this can be considered during the annual review process. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs.

- School admissions policy
- [school admissions- East Sussex.gov.uk](http://www.east-sussex.gov.uk/school-admissions)
- contact Information for East Sussex County admissions team: 0300 330 9472

## 4. Summary of how the school meets the needs of children with SEN and disabilities

Children's needs are best met through high quality first teaching by the class teacher who will take account of the needs of each child. Where necessary, an individual programme of support and intervention will be agreed with you for your child as it is important that you are part of the process. This could take the form of an Additional Needs Plan or part of an Education Health Care Plan. The plan will included long and short term outcomes, how support is provided and it may also include input from external agencies.

Some children will have a Pupil Friendly Individual Plan with short term goals that they have agreed with the class teacher.

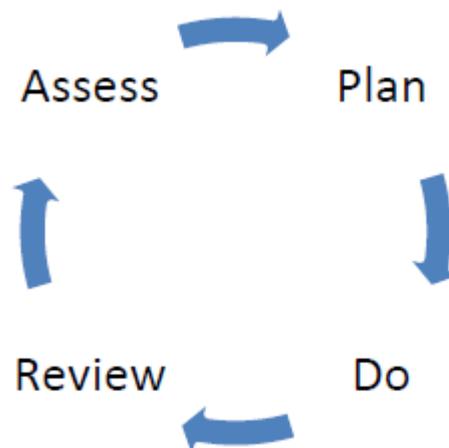
We comply with our duties identified in the Children and Families Act 2014 and the Equalities Act 2020.

- We listen to and respond to the concerns of parents, children and young people and use a person centred approach.

- Parents, children need to be actively involved in decision making from the start, e.g. in the initial decision whether a child is SEN.
- We provided children and parents with information about SEN in our SEN Information Report and signpost them to information, advice and support services.

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/advice-support/independent-advice-sen/>

- We focus on outcomes and impact for our children by gathering evidence of the impact of our actions on children's progress. This is part of the cycle of assess, plan, do, review.



If the child is looked after by the local authority, they will have a Care Plan including Personal Education Plan (PEP) and Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.

##### 5. How does the school identify children's special educational needs?

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay, and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder or attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

All concerns are flagged up by the teacher or from progress data. Children not making expected progress will be identified. The teacher seeks advice from the SENCO and Headteacher and puts into place some actions to support the child. These concerns will be discussed with the parent. A discussion will take place with the child about why they are finding things difficult (pupil voice). The teacher may seek further advice from the SENCO or other professionals.

When parents raise concerns about their child's educational needs, the SENCO will gather relevant data and information from the child's teacher so that the necessary support strategies can be put in place. Most importantly, we need to talk to you about your child as you know your child best.

If you are worried your child may have special educational needs, you should firstly contact the class teacher and they will refer you to the SENCO to discuss the matter further. Children who arrive in school with a Statement or an Educational Health Care Plan (EHCP) will have had a transition meeting with the SENCO to agree support strategies and relevant interventions.

We aim to identify children's special educational needs (SEN) as early as possible, so that they have the best possible outcomes.

#### **SEND Code of Practice set out procedures that we follow ( Sections 6:15 -6:20)**

- All children must have access to quality first teaching with appropriate differentiation. Identified children with SEN will have additional and different as required but still full access to quality first teaching.
- We assess each child's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. If a pupil has a disability under the Equality Act 2010 we make reasonable adjustments.
- This will include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.
- Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves.
- When identifying and assessing SEN for children with behaviour difficulties we should look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their access to learning caused by behaviour or they arise from SEN or a disability.
- Identifying and assessing SEN for children whose first language is not English requires particular care. We should look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due in the case of EAL children to their command of English. We need to assess if any difficulties arise from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

We also use the [East Sussex Matrix of Needs Tool](#) to help identify where a child may need extra support. Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

**6. How does the school teach and support children with SEN?**

All teachers at Nutley Church of England Primary School are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through QUALITY FIRST TEACHING. If a child's progress is less than expected, the class or subject teacher, working with the SENCO, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents), extra teaching or other interventions will be put into place and their impact closely monitored. The pupil's response to such support can help identify their particular needs.

**7. How will the curriculum and learning environment be matched to my child's/ young person's needs?**

**All children**

The teacher will plan learning so that all children make good progress. All teachers take account of the needs of the individual and differentiate tasks and materials appropriately. Each term the children are assessed in the core subjects and the class teacher will analyse the progress of all children and target any underperformance. All teachers are supported by the SENCO and Leadership team to ensure that all groups make good progress including any groups that can be at a disadvantage.

**SEND children/ targeted children**

Each term there are progress indicators / targets that are monitored. If a child is struggling, they may be given extra help through an appropriate intervention. Research evidence shows that for children with special needs, teaching is most effective when delivered in the classroom by subject specialist teachers.

It is for this reason that we endeavour to withdraw children as little as possible. The exception to this is where specialist literacy and numeracy intervention is required for the child to make progress. In this case, children are withdrawn and taught in very small groups in order to move them forward.

**8. How are parents and carers involved in reviewing children's progress and planning support?**

**All children**

You will receive a report that shows your child's progress in each subject area at the end of the academic year. There will be two parents' evenings during the year which offer an opportunity for you to discuss progress with the class teacher and the SENCO.

You can make an appointment with the class teacher at any time during the year if you are concerned about your child or you want to check on their progress.

**Children with SEND and other vulnerable children**

Children with special educational needs and other circumstances that make them vulnerable to under achievement are closely monitored by the Inclusion team /SENCO. The children with Education, Health and Care Plans (EHCPs) will have Individual Provision Plans or Pupil Friendly Plans that clearly outlines their targeted outcomes and the support that is in place. Children with an Education, Health and Care Plan will also have an annual review. There is a section of the annual review process which seeks parents' views about progress and their short and long term aspirations for their child.

**9. How are children involved in reviewing their progress and planning support?**

The views of the children are key to the assess, plan, do and review process. Children with a Pupil Friendly Plan are involved in setting and review process a minimum of three times per year. There is a section of the annual review process for children with an Education Health and Care Plan which seeks the child's views about progress and their short and long term aspirations. All children on the SEN register complete an annual pupil profile, with the support of the class teacher or teaching assistant, which includes: what people like and admire about me; what makes me happy and how I want to be supported.

All children have a variety of opportunities to talk about their learning:

Activity	Who is involved?		How often?
Self-assessment	All children	Class teacher/teaching assistant/INA	Daily
Class circle times/PSHE	All children	Class teacher/teaching assistant/INA	Weekly
School Council	All children	Class teacher/teaching assistant/INA	Weekly
Pupil Profiles	SEND/Targeted children	Class teacher/teaching assistant/INA	Once a year
Pupil Voice	SEND/Targeted children	Class teacher/teaching assistant/INA/SENCo	Once a year
SEN support review meeting	SEND children	Parents, Class teacher/INA supported by SENCo	At least three times per year.
Annual reviews	Children with a statement or EHC plan	Parents, Class teacher, SENCo, INA, support services, local authority	Once a year.

**10. How will the school prepare and support my child to transfer to a new school or the next stage of education and life?**

**Children with SEND and or vulnerable children**

In year 6 we work with our local secondary schools to provide a well-supported transition package.

In year 6 there are transition meetings organised with year 7 tutors and the SEND team to discuss all children from all schools.

The children who have selected UC identify two friends that they would like to be with in their tutor group. This allows the secondary school to build their tutor groups so that no child will feel isolated.

All Year 6 children will attend an induction day at their new school.

Vulnerable children have additional induction opportunities. They have a bespoke programme depending on their needs. This could involve weekly visits to tour the school and meet the staff.

The SENCO or Inclusion Manager from the secondary school will attend Annual Reviews in Year 6 to begin to identify the children's needs. This will help to create a transition plan.

11. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day.

Our whole school development plan is created with the senior leadership team and school governors. It sets out the priorities and targets for the year, including training needed to achieve these targets.

All our teachers have qualified teacher status.

Our SENCO is an experienced SENCO.

Whole school staff training regularly takes place with a focus on special needs and vulnerable groups. Teaching assistants also have regular training to develop their roles in supporting all children including SEN interventions.

12. How does the school measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all children to make sure that no child under achieves. We monitor the impact of interventions and programmes of support to ensure they are achieving the desired outcomes.

We complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve and develop our SEN provision.

We invite parents to provide feedback at meetings, through questionnaires and through the Ofsted parent view website: <https://parentview.ofsted.gov.uk/>

13. How accessible is the school and how does the school arrange equipment or facilities children need?

There is a disabled toilet on the ground floor outside of the hall.

There is a disabled parking bay at the front of the school.

All classrooms are on the ground floor, so easily accessible for all our children.

All classrooms have resources accessible to all children and operate a Dyslexic friendly ethos.

Individual laptops are available to SEND children and appropriate ICT programmes used to support their learning. Where necessary, an individual laptop can be linked up to the class whiteboard.

The school works closely with the Sensory Needs Service and will deliver physiotherapy, speech therapy and other programmes in school as directed by the attached specialist.

Further details can be found on our Accessibility Plan.

14. How will my child/young person be included in activities with other children including school trips?

At Nutley and across our alliances of schools we strive to ensure that all young people, regardless of their individual needs, have access to the whole range of educational opportunities and activities. We actively promote outside activities e.g. after school clubs to ensure all children take up these opportunities. Parents are involved in any discussions around risk assessments and any adjustments that will enable a child to fully participate in all activities.

We comply with all legislation in respect of accessibility and make reasonable adjustment where necessary.

Our vision across the alliance of schools is that **all children participate in all activities**.

As schools, we may need to make reasonable adjustments to a trip to enable this to happen.

As a parent, we encourage you to discuss your concerns with us so that we can plan for full inclusion.

15. What support will there be for my child's/ young person's overall well-being, and their emotional, mental and social development?

The class teacher is the first point of call for all matters to do with your child's well-being. Upon identification of any issue that presents a challenge to your child's well-being, the class teacher will work with the SENCO / senior leaders and you, the parent in order to find an appropriate course of action.

Personal, social and health education (PSHE)

PSHE and citizenship form part of our planned curriculum, but are also fundamental in creating a positive school ethos. Our children are encouraged to care for each other and the world in which they live. They have opportunities to learn pastoral and social skills, to try new roles and to develop relationships.

The secure environment which the school provides allows the children to develop independence and responsibility so that they become increasingly more able to make informed decisions. It is our intention that all children should have a positive self-image and that they should be able to develop a healthy lifestyle through the activities offered and the many ways they are taught.

We have two trained Thrive practitioners in school who can assess individual children and deliver a personalised programme of activities designed to promote children's emotional development and well-being.

16. What specialist services does the school use to support children and their families?

We work in partnership with a wide range of specialist services.

The schools across our alliance access the following services:

Communication, Language and Autism Support Service (CLASS)

Educational Psychology Services

Children's Integrated Therapy and Equipment Service (CITES) which includes Speech and Language, Occupational Therapy, Physiotherapy and Sensory Needs

Autism (ASC) monitoring and support group

Early Years Teaching and Support Service

The Children's Outreach and Parents Extended Support service (COPES)

Child and Adolescent Mental Health Service (CAMHS)

Education Support, Behaviour and Attendance service (ESBAS)

School Health Service

As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure children's specific needs are met. Parents are always involved in any decision to involve specialists.

17. Where can I get information, advice and support?

If your child has special educational needs or a disability, you will be involved in ongoing discussions about their learning with the class teacher, the SENCO or Headteacher. Do not hesitate to contact the class teacher if you have any concerns. If you continue to have questions about your child's needs being met, the class teacher will ensure you are contacted by the SENCO or any other relevant specialist.

More information can be found through the [East Sussex Local Offer](#)

18. What do I do if I am not happy or I want to complain?

We encourage parents to discuss any issues with us as soon as they arise. We are always happy to meet parents and discuss any concerns they might have.

Please refer to our School complaints procedure which is published on our website and is also available from the school office.

19. How effective are we in supporting our SEN children?

- Monitoring procedures and outcomes
- Review date

We have relatively low numbers of SEN children within small cohorts at our school. To avoid identification of specific children, we do not publish specific SEN results on our website.

This report will be monitored yearly by our designated SEN governor and will be presented to the governing body at a full governors' meeting.

Date of next review: September 2022