

## SEND Information Report and School Offer

### Introduction

St Nicholas C of E Primary school is a co-educational, Church of England, Voluntary Controlled School with 395 children on roll. Through our Christian ethos, we promote friendship and consideration for others in order to create a friendly, caring culture where everyone is valued and accepted. Our curriculum is designed to motivate and inspire our children to learn, develop lively enquiring minds and instil a lifelong love of learning. We seek to give all children access to a full range of educational opportunities and are committed to offering an inclusive curriculum, to ensure the best possible progress for all our pupils, whatever their needs or abilities.

The purpose of our school's SEND information Report is to inform parents and carers about the provision we make to ensure we support children with Special Educational Needs and/or Disabilities in all aspects of school life. Our report forms part of Warwickshire's Local offer. The Local Offer sets out a wide range of information about; the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. Warwickshire's Local Offer can be accessed online. You will also find information about where to go for advice and guidance on SEN and Disability matters. <http://www.warwickshire.gov.uk/sen>

Further information about SEND provision at St Nicholas School can be found in our SEND policy document which is available in the policies section on the school website. <http://alcesterstnicholas.co.uk/parents/policies/>

### The kinds of Special Educational Needs for which provision is made at our school

A child has special educational needs if they have a significantly greater difficulty in learning than the majority of children of the same age, or if they have a disability, which has a long term and substantial adverse affect on their ability to carry out normal day-to-day activities.

Additional and/or different provision is currently being made in our school for children with a range of needs, including:

- **Cognition and Learning** – children with moderate learning difficulties or specific learning difficulties
- **Sensory, Medical and Physical** – children with; hearing impairment, sensory processing difficulties, epilepsy.
- **Communication and Interaction** – autistic spectrum disorder, speech, language and communication needs
- **Social, Emotional and Mental Health** – children demonstrating attachment difficulties, attention deficit hyperactivity disorder.

#### Accessibility

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- single storey building that is accessible to all
- toilet and shower room adapted for disabled users
- wide doors and corridors
- swimming pool with hoist system
- dedicated SEND teaching space
- internal access to Children's Centre

For more information please see our **Accessibility plan** available on the policies section of the school website

<http://alcesterstnicholas.co.uk/parents/policies/>



## SEND staff and Contact information

All the staff are dedicated to provide our children with the very best education and life experience possible. There is a range of expertise and talents throughout the staff which greatly benefit the children as they move through the school. Together, we work hard to achieve success and we are committed to the development of every child in partnership with parents, carers and the community.

If your child has Special Educational Needs and/or disability and you would like to know more about our provision please contact the school office on 01789 762578 alternatively via email [admin3595@welearn365.com](mailto:admin3595@welearn365.com)

**Inclusion Lead and SENDCo – Laura Marshall** [marshall.l1@welearn365.com](mailto:marshall.l1@welearn365.com)



*My name is Laura Marshall and I have been the SENDCo at St Nicholas C of E Primary School for 6 years. I hold the National Award in SEN Coordination and have been a qualified teacher for 9 years.*

*My role at St Nicholas includes;*

*Coordinating all the support for children with special educational needs and or disabilities (SEND), and developing the school's SEND Policy to ensure all children get a consistent, high quality response to meeting their needs in school.*

*Ensuring that you are involved in supporting your child's learning, kept informed about the support that your child is receiving and involved in reviewing how they are progressing.*

*Providing specialist support and organising training for teachers and support staff in the school to enable them to best support your child and help them reach their potential.*

*Maintaining the school's SEND support list and making sure that there are detailed records of your child's needs and progress.*

*Liaising with all the other people who may be coming into school to help support your child's learning.*

**NB - From September 2016 please contact Emma Brain** [brain.e1@welearn365.com](mailto:brain.e1@welearn365.com) whilst Laura is on maternity leave

**Assistant SENDCo – Susan Washbrook** [washbrook.s1@welearn365.com](mailto:washbrook.s1@welearn365.com)



*My name is Susan Washbrook and I am the Assistant SENDCo at St Nicholas C of E Primary School. I have been working here for 16 years supporting children across the primary range. In 2006 I gained the status of Higher Level Teaching Assistant (HLTA). Since becoming Assistant SENDCo I have undertaken appropriate training to enable me to fulfil my role to the best of my ability.*

*My role at St Nicholas includes;*

*Delivering tailored intervention to children on the SEND register; including in class support, small group work and 1:1 support where necessary.*

*Maintaining excellent records for each child on the SEND register and ensuring that all staff, working with your child, has access to up to date information.*

*Liaising with staff, parents and professionals to ensure the smooth running of intervention programmes.*

*Being a point of contact for staff who require information, resources and support to help your child make progress.*

*Responsibility for general administration as requested by the SENDCo and other professionals.*

## Assessment and Identification

Early identification of children with SEND is a priority. Our school promotes a graduated approach to assessing, identifying and providing for children's special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum.

All teachers carefully monitor the children's progress on a daily basis as part of the ongoing learning and teaching that happens in the classroom. Formal progress meetings and discussions take place each term enabling us to track and identify children who require extra support. If the progress a child is making is not as expected (for example progress is significantly slower than that of their peers, is not following previous rates of progress or demonstrates a widening gap between themselves and their peers) then teaching staff will implement additional support.

Additional support is evaluated at 3 and 6 week intervals to ensure that children receive relevant, supportive provision to enable them to make progress. The Inclusion lead works closely with teachers and support staff to ensure that interventions are successful. These evaluations are used to inform the next steps in provision for each child. Should a child's progress continue to cause concern, the class teacher, in liaison with Inclusion lead, will arrange to meet parents and discuss their child's needs. During this meeting, additional support will be discussed; this may include accessing support from external services as well as specific SEND interventions delivered by Susan Washbrook the assistant SENDCo.

All children accessing SEN support that are identified as having SEND have a personal 'My Plan' that is reviewed termly. Their My Plan contains information about their strengths, needs, appropriate resources and SMART targets that they are working towards.

For further information please see the SEND policy available on our website

<http://alcesterstnicholas.co.uk/parents/policies/>



### **Statutory assessment – Education and Health Care Plans (EHCP)**

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan.

The decision to request a Statutory Assessment is made via ongoing consultation with parent/carers, the child, and external support services. The request is made to Warwickshire Local Authority. The process is defined by a specific timescale and statutory procedures.

Please see the Warwickshire website for further information about EHCP and the process <http://www.warwickshire.gov.uk/requestehcassessment>

## Provision

Each class teacher plans lessons to take into account the specific needs and preferences of all children in their class, in order to ensure that their needs are met through quality teaching. This differentiation can be seen in a variety of ways:

- Children may be taught in a variety of settings, including; small group work, peer collaboration and one-to-one working with teachers or support staff. Where necessary children with SEND are supported in class by our assistant SENDCo as well as accessing interventions in our dedicated SEND support room – the Greenhouse.
- content of the lesson including a range of activities suited to different abilities with a range of expected outcomes from individual children
- teaching style (taking into account that children may be visual, auditory or kinaesthetic learners)
- pace and format of the lesson
- provision of alternative recording methods; scribing, use of ICT, mind mapping, photographic evidence
- materials used and level of support provided



### **What expertise and training do our staff have to support children with SEND?**

All of our teachers are fully qualified and have undertaken additional specialist professional development. This includes Autism training, Team Teach and developments in line with the new Code of Practice.

Each class has a dedicated teaching assistant during the mornings, all of whom implement additional support for children, including those with SEND.

Within school we have staff trained in: Makaton, Communication in Print, MOVES, Steps 2 Progress, strategies to support children with Attachment Disorder/ASD/PDA, Sensory Needs, SALT, therapeutic writing, Forest schools, emotional and bereavement Counselling.

A number of teaching assistants support specific children on a one to one basis. We ensure that these TAs are highly supported by external support services who offer advice on support programs, strategies and latest developments.

### **Examples of intervention and additional support sessions available to SEND children include;**

- MOVES – a specialist programme supported by NHS to develop children’s gross motor skills
- OT pilot scheme – currently running across every phase, tailored support to develop children’s fine and gross motor skills
- TRUGS (Teaching Reading Using Games) – a high-quality intervention to develop children’s reading confidence and skills
- Step to Progress – an individualised 1:1 package of physical exercises which impacts academic performance, sporting ability, well-being and behaviour
- Power of One & Two – daily support to develop basic maths concepts
- Rapid Reading, Talisman and Alba – specific reading schemes used to develop mechanics of reading as well as understanding and reading confidence
- Star word and Time to Talk – speech and language support as advised by NHS speech and language therapy
- Personalised Cue books – an ongoing learning resource to encourage resourcefulness and make meaningful memory links, that children create with support from class teacher as well as Assistant SENDCo,
- Therapeutic writing – a supportive program for children with emotional or behavioural needs to help them process difficult feelings, develop social skills and improve their engagement with writing

- Lego Therapy – collaborative working with LEGO to develop problem solving, confidence and social skills
- ICT skills – using both iPads and laptops to encourage resourcefulness and life-long skills
- Wordshark – spelling support to develop knowledge of spelling patterns and tricky words
- Pre-school homework support – available to all children from 8.30 am
- lunchtime adult-led outdoor games – basketball, table tennis, football, trim trail each of which are supported by lunchtime supervisors to encourage social participation, pro-social behaviour and exercise

### **What resources do we have to support children with SEND?**

Our close working relationship with external support services leads to excellent advice and strategies to support children with SEND. We act upon advice received and will implement resources and strategies as required.

This may include;

- most advantageous positioning of hearing impaired or visually impaired children within the classroom and use of aids as recommended
- use of laptops and iPads for children with recording needs as well as a range of pencil grips, stationery and writing slopes
- use of coloured overlays and exercise books for children with specific learning difficulties.
- access to Therabands, movement breaks, wobble cushions, fiddle resources, optimal seating, workstations and specified safe places for children with sensory difficulties

We endeavour to ensure that all classrooms are communication friendly therefore supporting children with a range of SEND needs. This includes use of visual timetables, labelled resources, word walls, word mats, highlighting pens and reading rulers, coloured interactive boards, children have access to individual resources such as ; number lines, 100 squares, alternative means of recording, writing frames, cue books, overlays, practical resources, talking tins.

### **What activities are available for children with SEND in addition to those available in accordance with the curriculum?**

We have a range of extra-curricular activities available to all children at our school. These change depending on the term and are offered across all year groups. These include; Krafty kids, football, netball, swimming, jewellery club, ICT club, cross stitch, gymnastics, dance, tennis and drama.

Homework club is available to all pupils including those with SEND and each session is supervised by knowledgeable staff. If you think your children would benefit from this club, please speak to the child's class teacher.



All children in Years 3, 4 and 6 have the opportunity to take part in exciting residential trips. Staff escorting children on these experiences are highly knowledgeable and experienced in supporting children away from home. We see these trips as opportunities for all pupils to build confidence, independence and create lasting memories alongside their peers.

## Emotional and social development of children with SEND

As a school we recognise the importance of supporting all children with their emotional well-being and social development. Social and emotional wellbeing creates the foundations for healthy behaviours and educational attainment. We are proud to have dedicated staff that support all children who have emotional needs including those with SEND.

**Emotional Support** – Lisa Dean [dean.l1@welearn365.com](mailto:dean.l1@welearn365.com)



*My name is Lisa Dean and I am a teaching assistant at St Nicholas C of E Primary School. I have been working here for 2 years supporting children with social, emotional and mental health needs across the school. I am currently working towards my level 3 TA qualification. Since taking on the role I have undertaken appropriate training to enable me to support children to the best of my ability. Recent training includes; supporting children with attachment difficulties, bereavement training, identifying and supporting children who self harm and therapeutic group work.*

*My role at St Nicholas includes;*

*Delivering tailored interventions to children identified as requiring emotional support.*

Support sessions delivered by Lisa may be 1:1 or small group. These include;

- Anger management – The Bubblegum guy
- Yoga and relaxation strategies
- Lego therapy
- Life skills
- Mindfulness
- Social skills
- Therapeutic writing
- Friendship groups
- Nurture breakfast club

**School counsellor** - Natalie Kynoch



Natalie works alongside children that are experiencing a range of emotional challenges that are impacting on a child's emotional well-being. These could include significant life events, circumstances at home and challenges at school.












*My name is Natalie Kynoch and I am a ...*

*My role at St Nicholas includes;*

*Supporting...*

## External support services

We are proud of our excellent relationships with external support services. Should a child require support from an external support service we are able to access advice, information and support from the following agencies with whom we maintain close links;

<p><b>School health COMPASS</b> Catherine Harold, Hannah Baker, Jane Wild Tel; 033002 45204 <a href="http://www.compass-uk.org/compass-warwickshire-schools/">http://www.compass-uk.org/compass-warwickshire-schools/</a></p> 	<p><b>SALT</b> Speech and Language Therapy Sarah Roberts Tel; 01926 400001 <a href="https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/speech-and-language-therapy">https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/speech-and-language-therapy</a></p> 	<p><b>Shakespeare Hospice Bereavement support ECHOES</b> Alison Burford Tel; 01789 266852 <a href="https://www.theshakespearehospice.org.uk/childrenyoungpeopleserviceBereavementservice">https://www.theshakespearehospice.org.uk/childrenyoungpeopleserviceBereavementservice</a></p> 	<p><b>IDS</b> Integrated Disability Service Lucy Clarke (Communication and Interaction) George Timlin (Autism team) Louise Wood (Specific language disorder team) Paula Owen (complex needs) Tel; 01926 413737</p> 
<p><b>EIS Early Intervention Service</b> Vanessa McBride Tel; 01926 476600 <a href="https://www.warwickshire.gov.uk/EIS">https://www.warwickshire.gov.uk/EIS</a></p> 	<p><b>Lifespace</b> Tel; 01789 297400 <a href="http://www.lifespace.org.uk/">http://www.lifespace.org.uk/</a></p> 	<p><b>Parenting Project</b> Steph Elliott Tel; 01789 264741 <a href="http://parentingproject.org.uk/">http://parentingproject.org.uk/</a></p> 	<p><b>Occupational Therapy</b> <a href="https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy/occupational-therapy-traded-service-schools">https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy/occupational-therapy-traded-service-schools</a></p> 
<p><b>CAMHS</b> Child &amp; Adolescent Mental Health Service Tel; 01789 414643 <a href="http://www.covwarkpt.nhs.uk/camhs/Pages/default.aspx">http://www.covwarkpt.nhs.uk/camhs/Pages/default.aspx</a></p> 	<p><b>EMTAS</b> Ethnic minority and traveller achievement service Tel; 01926 476600 <a href="https://apps.warwickshire.gov.uk/Wes/bayg/services/1232">https://apps.warwickshire.gov.uk/Wes/bayg/services/1232</a></p> 	<p><b>EPS</b> Educational Psychologist Service Eileen Kell Tel; 01926 742921 <a href="https://www.warwickshire.gov.uk/epservice">https://www.warwickshire.gov.uk/epservice</a></p> 	<p><b>SENDAR</b> SEND assessment and review service Local officer – Louisa Hughes Tel; 01926 742013 <a href="http://warwickshire.gov.uk/contactusendar">http://warwickshire.gov.uk/contactusendar</a></p> 

## Child and Parental involvement

At our school, parents are actively encouraged to be partners in their child's education; we see this as vital if the children are to get the support and encouragement they need to make good progress. We recognise that it is important to involve all children, regardless of SEND, in their learning and in the decisions that are made about our school and the educational experience we provide.

As long as a child remains on the SEND support register, parents are encouraged to be actively involved in reviewing their child's progress. Termly review meetings are arranged for this purpose. The meetings are an excellent way to review each child's progress, celebrate their effort and plan next steps in their education. Parents, teaching staff, support staff and external support services are invited to reviews. Teaching staff in collaboration with the child will discuss progress towards SMART targets, plan next steps and create a personalised My Plan.

Parents' evenings are held each term where all teaching staff are available to discuss a child's progress with their parent's/carers. Children are encouraged to attend these meetings too. Our parents appreciate the schools 'open door' ethos whereby additional appointments can be made to speak in more detail to the class teacher or the Inclusion Lead. These can be arranged by popping in to the school office or via telephone or email.

### Coffee mornings

This year we have held a number of coffee mornings which are available to all parents. These are informal sessions that have focused on various aspects of; family support, SEND and education including; developing fine and gross motor skills, SEND support, Autism awareness and external support services.

We welcome everyone to these sessions – the more the merrier.

More information about forthcoming sessions are available on the schools Facebook page or via the school office.

<https://www.facebook.com/AlcesterStNics/>



## Transition

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible. Links with our feeder childcare providers and transfer schools are good due to our close liaison with them.

### Transition to our school

As a school, we actively consult with a child's previous settings so that we are fully aware of their needs before they join us and can prepare for their transition. We have an ongoing consultation with teaching staff, support staff and other lead professionals so as to be able to provide the best possible academic, medical and social support for each child. Transition meetings are arranged as necessary with previous setting, parents/carers and external support services. We will work in close liaison with the current setting to create transition books and resources as well as additional transition sessions if necessary.

### Secondary transition

When the time comes for children with SEND to move on to the next phase of education, we consult with parents/carers and the children themselves to facilitate a successful transition. All children take part in a carefully planned Year 6 transition program that is delivered in school for 4 weeks during the Summer term. The program is designed to; tackle relevant issues that cause anxiety with regards to transition, build confidence,



encourage independence and create a positive transition experience. The program includes; an additional informal visit to their secondary school where they take photos and can ask questions, research into their new school to develop a presentation, creation of interview questions for Secondary staff, drama, role play and 'what if?' scenarios, all about me passports, thoughts and feelings discussions, art and visits from secondary representatives. All children take part in a 'Moving up' day where they attend their secondary placement for the day and where necessary additional visits are planned both with and without staff support.

Staff from secondary schools are invited to SEND review meetings in the term prior to their transition. This ensures that all staff are aware of the needs of our children and can make adequate arrangements in readiness for the transition. Staff from the Secondary Phase also spend time in our school with our school staff familiarising themselves with individual needs.

### Transition between Year groups and phases within school

During the summer term there are transition meetings within school across year groups and phases. Handover meetings take place in which all relevant, key information is shared with the child's new class teacher. This includes sharing of relevant documents and information as stored in Inclusion files. SEND children's My Plans are passed on to new class teachers and each child's needs are discussed in depth. During the Summer term children who require additional support with transition are encouraged and supported to make additional visits to their new class to familiarise themselves with staff and the environment. Where necessary additional transition resources are created alongside the child for example; transition books that are taken home over the summer holidays.

## Useful contacts

### SEND Local Offer

Warwickshire's local offer can be obtained from the Warwickshire website, this details information relating to education of children with SEND as well as local resources and services.



<http://www.warwickshire.gov.uk/sen>

### SEND Code of Practice

The Government has published a useful guide for parents on the new SEND Code of Practice.



<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

### Family information service

The Family Information Service offers free support, advice and signposting for all families with children and young people aged 0-25 years



<https://www.warwickshire.gov.uk/fis>

### SENDIAS

Warwickshire SEND Information, Advice and Support Service supports parents and carers of all Warwickshire children SEND, whether they are of pre-school age, or in a mainstream or special school.



<https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/warwickshire-parent-partnership-service/>