



St Nicholas CE Primary School



SEN Information Report

Updated
July 2021

Delivering a firm foundation for our childrens' future success by celebrating individual and community achievement, built on Christian values

SEN Information Report

2020/2021

Updated July 2021

St Nicholas CE Primary School is a Voluntary Controlled Church of England School for children 5-11 years old. Situated in the village of Hurst, we are a small rural school of 140 pupils. We aim to educate our children in a secure and happy environment, fostering attitudes of mutual respect and responsibility and promoting links between the home, school, the church and the village community.

Website: [St Nicholas CE Primary School, Hurst](#)

SENCo Mrs Sarah Hilling

Telephone 0118 934 0727

Email senco@st-nicholas.wokingham.sch.uk

St Nicholas CE Primary School

School Road

Hurst

Berkshire

Postcode RG10 0DR

1. Teaching Children with Special Educational Needs and Disabilities

At St Nicholas we welcome children from wide ranging backgrounds. We value each individual, their uniqueness and the contribution they make to our school community. We believe that everyone has equal worth regardless of race, gender, creed and ability and whether they have physical, sensory, emotional or specific or general needs. We also believe in educating our pupils about equality and have high expectations with regards to mutual respect and equality.

We strive to create an inclusive nature within our school and are responsive to their interests, experiences, knowledge, background and skills.

2. What type of SEND does St Nicholas make provision for?

Children's special educational needs (SEN) fall into four main areas of need and support. As of July 2020, we have 22 children receiving some form of SEN support across all four areas of need, as follows:

a. Communication and Interaction. This includes children with Autistic Spectrum Disorder (ASD), and those with Speech and Language Difficulties.

b. Cognition and Learning. This area of need includes children with dyslexia, children performing significantly lower than their peers and a child with an Education Health Care Plan. Our programme of regular assessment and tracking of progress highlights these children and flags them up to receive SEN support.

c. Social, Emotional and Mental Health. We currently provide SEN support in the form of self-esteem, anxiety and anger management nurture interventions, as well as friendship groups and social skills programmes. We support children individually and as part of a group. Where necessary, we are supported further in this by the behaviour support team at Foundry College, and also by professionals at the Child and Adolescent Mental Health Service (CAMHS).

d. Sensory and/or physical needs. We provide support in this area to children on the autistic spectrum as well as a number of children who have a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD).

Many children experience difficulties in learning at some time during their education. If these difficulties are significantly greater than the majority of children of the same age, or they have a disability which hinders their use of educational facilities provided for the age group, then they are considered to have Special Educational Needs.

Some children may need support over a long period of time, while others may only need a temporary boost.

3. How do we identify and assess children with SEN

Recognising a child's needs involves using a range of information such as:

- National Curriculum expectations
- Scores from standardised reading, spelling or mathematics tests
- Other diagnostic assessment scores such as Accelerated Reader
- Year 1 phonics screening check outcomes
- Analysis of the pupil's work
- Observations of the pupil
- Feedback from discussions with parents, pupils and staff
- Attendance and behaviour data
- Information from external agencies
- Evidence of the impact of provision already tried through APDR cycles (**assess, plan, do, review**)

4. How do we support your child?

We regularly review and record what we offer every child in our care and what we offer additionally. Our regular review meetings embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. All teachers are responsible for every child in their care, including those with special educational needs.

If a pupil is identified as requiring SEN support, we will make provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. This SEN support takes the form of a four-part cycle (**assess, plan, do, review**) as outlined in the Code of Practice. Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required helping them secure good outcomes increases. This is known as the graduated approach.



Assess:

- The class teacher will provide clear analysis and evaluation of the child's needs.
- The teacher is supported by the SENCo, and if necessary, other agencies and professionals, in gathering assessment information and interpreting it.
- Parent views will also form part of assessment.

Plan:

A clear plan is developed in response to the assessment process, keeping the child and their needs at the centre of the process.

- If it's agreed that a student requires SEN support then parents will be informed.
- The teacher and the SENCo will agree what support or interventions will be put in place, what the expected outcomes are, the impact and progress expected and a review date. This information will be shared with parents and child.

Do:

The plan will be implemented by the class teacher or assigned adults.

- The teacher retains the responsibility for the child for day to day teaching, small group or 1:1 teaching away from the classroom.
- The teacher will work closely with any specialists or SEN support to plan and assess the interventions.
- The child may be supported by a teaching assistant, but they work under the direction of a teacher.

Review:

There will be a regular review of the plan.

- On the date agreed, the impact of the intervention will be assessed and progress recorded
- The effectiveness of the support plan will be recorded.

This cycle will then be repeated with new outcomes to ensure continued progress of the child's learning and wellbeing.

5. How do we make provision for pupils with special educational needs, whether or not pupils have Education Health and Care Plans (EHCPs)

- The effectiveness of the support is evaluated by testing or teacher assessment and is measured against the desired outcomes.
- Assessments of pupils with special educational needs take place at the same time as the assessments of all children in the school, i.e. towards the end of every term. However, pupils with special educational needs may be given additional assessments at different times, in order to measure the effectiveness of short-term interventions against their desired outcomes.
- At St Nicholas Primary School high quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs. Where additional provision is required, extra teaching or other rigorous interventions are put in place.
- St Nicholas Primary School, wherever possible, undertakes to adapt the learning environment for pupils with special educational needs and disabilities, depending on individual requirements. Likewise, the curriculum is adapted wherever possible to ensure access to it for children with special educational needs.
- The additional support we currently provide at St Nicholas includes one-to-one and small group support by the teacher or a teaching assistant; individual programmes tailor-made to meet a pupil's needs. This includes involvement of other professionals, such as teachers from the Learning Support Service, the Educational Psychology Service and the Speech and Language Therapy service. Where appropriate, there may be individual teaching by the SENCO, use of specialised Software programmes and Precision Teaching methods, for example.
- All our after-school clubs are inclusive and children with SEN are encouraged to take part. In the 2019/2020 school year we offered the following clubs: Environment Club; Craft Club; Science; Football; Multi-Skills; Netball; /; Athletics; Judo; Dance
- The emotional and social development of our children with special educational needs is monitored closely. One of our Higher Level Teaching assistants have completed Nurture Assistant training with the Local Authority and offer short evidence-based intervention programmes covering areas such as anger management, self-esteem and friendship skills. We also regularly run Social Skills/Friendship groups which are sometimes targeted at our ASD pupils.

6. Staff expertise and training

Our teachers are experienced in teaching children with SEN. We frequently set up training days and twilight sessions which all our staff, Teachers and Teaching Assistants, attend. We invite professionals (eg our Educational Psychologist) to provide training in areas such as: Teaching Children with ASD; Precision Teaching; Managing ADHD; Writing Social Stories; Understanding Attachment Disorder. The Educational Psychologist and the Learning Support Professionals also offer regular surgeries at school, enabling our Teachers to ask for advice with various SEN issues they may have. Some of our Teachers, as well as the SENCo, have attended the

Early Bird Plus programme devised by the National Autistic Society. The SENCo holds the national award for SENCo.

7. Equipment and facilities to support children with SEN

The school purchases or hires additional equipment if needed as and when required. Among the many items of equipment which have already been sourced to support our SEN children are: writing slopes; move-n-sit cushions; specialist pens, pencils and pencil grips; coloured overlays; “fiddle toys;” weighted shoulder snake, privacy partitions and specially adapted chairs.

8. Arrangements for consulting parents and children with SEN

Meetings are held as often as needed with the child’s class teacher and/or SENoO. Individual Provision Plans will be drawn up as necessary, in discussion with the class teacher, and reviewed regularly. Discussions are also held at termly parents’ evenings. Education Health and Care Plans are reviewed annually with parents and children, as are SEN Support Plans. If outside agency support is necessary (e.g. Educational Psychologist, Speech Therapist), meetings with parents will be held to discuss the details of their support and to obtain the necessary parental consent.

Parents can choose whether they wish their child to attend any meetings they are having with staff. Staff regularly give feedback to children on their progress and discuss their learning targets. When a child has met one of their targets, a new one is set through discussion between the teacher and the child.

9. Supporting a Child’s Emotional and Social Development and Well Being

We believe that pupils achieve best when they are happy. We celebrate the children’s successes and provide them with positive learning experiences. Sometimes children also experience setbacks or challenges and we are committed to supporting them with these.

- **Social Development Within the Classroom:**
We have many strategies embedded within our everyday classroom practices to help children to become aware of how they are feeling and how their choices impact on the emotional wellbeing of others. For example, all children take part in Circle Times and PSHE lessons to promote social skills and social development. Our many positive behaviour reward systems that we use consistently across the school, promote and celebrate social development as well as other achievements. For children who need some extra support, we explicitly model and teach social skills such as turn taking and sharing. We follow expert guidance to support the social development of children with Autism and social communication difficulties. This includes strategies such as individual visual timetables, specific support with recognising emotions and providing visual cues.

- **Emotional Support:**

Our nurture assistant has been trained to plan and deliver emotional support. This can include supporting children to recognise and manage their emotions, to talk about how they are feeling, or to cope with difficult events in their lives. It can also be used to help children to improve their peer relationships and to learn to resolve conflicts effectively, building on resilience and independence.

- Pupil buddy systems:

Providing children with buddy also provides an opportunity to talk to a trusted older peer on a 1:1 basis. Their support may present in different ways including playing games, drawing, talking and partner reading. The aim is to raise their confidence and independence, and, in turn, become a role model for their younger peer group when it is their turn to become a buddy for a younger child.

10. Statement of Intent for Supporting and Promoting Equality

At St Nicholas Primary School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

St Nicholas Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum we will:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.

- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

11. Transition arrangements at St Nicholas CE Primary School

When a child with SEN starts at St Nicholas, there is an initial visit before the start of term to see the environment and meet the teacher. We often also arrange a meeting with the SENCo at this stage. For children joining in Foundation Stage, there is close cooperation with our feeder pre-schools. Our Foundation Stage teacher and staff make a number of visits to the settings to get to know the children and their needs. Sometimes a transition plan is drawn up. Moving children with SEN from one class to the next is carefully managed, with prior visits and transition plans if necessary.

If necessary, when children with SEN move on to a new school, a transition plan will be put in place. These may include additional visits to the receiving school. Our designated secondary schools have transition programmes for vulnerable children, of which we make use. These commence in the Summer Term of Year 6 and also, on occasion, during Year 5. If the child has an Education Health Care Plan, the SENCo from the receiving school will be invited to the review meeting to discuss the transition. If a child has a SEN Support Plan in place, this will be sent to the receiving school, along with other relevant documents.

12. Arrangements relating to complaints

The school has a formal complaints procedure. In the event of a complaint, parents should speak to the class teacher in the first instance.

13. Contact details of support services for the parents of pupils with SEN

The Children with Additional needs (CAN) Network provides information, advice and support for children and young people with additional needs and their families:

- Through the children and young people with additional needs directory
- On the what's on guide

- By phone: 0118 974 6818
- By email: can.network@wokingham.gov.uk

The Special Educational Needs and Disability Information Advice and Support Service (SENDIASS). This used to be known as the Parent Partnership. They provide confidential, impartial advice and guidance to parents of children with additional needs.

- By phone: 0118 908 8233
- By email: sendiass@wokingham.gov.uk

For more information or services please refer to the Useful Information under SEN on our School Website.