



St Nicholas CE Primary School

SEND Information Report

Updated
September 2024

Laying firm foundations to believe and achieve through our shared values of respect, honesty, courage and kindness.

SEND Governor Statement

SEND Statement to Parents: September 2024

Under the terms of the Education Act 1996, section 317(5)(a), schools have a duty to report annually to all parents on the provision made by the school for Special Educational Needs and Disability.

What do we mean by 'special educational needs'?

A pupil has special educational needs where their learning difficulties or disabilities calls for special education provision, namely provision different to or additional to that normally available to pupils of the same age.

The great majority of pupils can succeed through high quality, inclusive whole class teaching however, for some pupils this approach will not be sufficient. They may benefit, at key moments, from additional small group or one-to-one interventions, to enable them to make the progress needed to achieve their full potential. Many barriers to learning can be addressed and overcome, so that pupils can catch up and keep up with their peers. However, in a few cases, a pupil's difficulties may be more significant and likely to need highly personalised, longer term strategies, tailored to individual need.

What type of SEND does St Nicholas make provision for?

Children's special educational needs and disabilities (SEND) fall into four main areas of need and support. St. Nicholas' School currently provides additional and/or differentiated provision for a range of needs, including:

- *Communication and interaction*, e.g., autism, speech and language difficulties
- *Cognition and learning*, e.g., dyslexia, dyscalculia
- *Social, emotional and mental health difficulties*, e.g., attention deficit hyperactivity disorder (ADHD) and Attention Deficit Disorder (ADD)
- *Sensory and/or physical needs*, e.g., dyspraxia, hyper-mobility, processing difficulties

We currently have 19 children on our SEND register with 4 EHCP's in place.

How do we identify and assess children with SEND?

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Is significantly below age related expectations
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This will often include progress in areas other than attainment, for example, social, emotional and mental health needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

In addition, a range of information can be used to support this process including:

- National Curriculum expectations
- Regular pupil progress meetings
- 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 in place

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

How do we support your child?

In the first instance, teachers will ensure that learning remains accessible through adaptations to their class teaching including:

- additional scaffolding as part of whole class teaching
- adaptations to planning
- adapted resources
- targeted use of additional adult support
- changes to pupil grouping
- changes to methods of assessment

In addition, in some circumstances, a time-limited, appropriately targeted intervention may also be put in place. The intention of this intervention is to:

- Increase rates of progress
- Put learners back on course to meet or exceed national expectations
- Support whole class lessons or be built into mainstream lessons as part of guided work.

Interventions that take place outside the classroom provide structured programmes of small group support, which are monitored and evaluated for impact, and delivered by teachers or appropriately skilled teaching assistants.

Where a child has been identified as having SEN, St Nicholas follows the approach detailed in the 'Special Educational Needs and Disability Code of Practice' (2014) which recognises the importance of early identification and a timely, effective response to a pupil requiring additional SEND support. Children who require this level of additional support will be provided with an Individual Provision Plan (IPP). This will include SMART targets for the pupil and will be reviewed at least once per term. This will follow the graduated approach of assess, plan, do, review.

If, following a period of intervention at this level, significant concerns remain about the pupil's progress or development, a discussion will be held with the parents and subject teachers. If it is found that the pupil continues working substantially below the age-related expectations of the new curriculum, this discussion is likely to result in a decision to involve external agencies for support.

At this point external support services will usually see the child. Professionals from outside agencies may:

- Support and advise teachers on different approaches
- Provide more specialist assessments that can inform planning and the measurement of a pupil's progress,
- Give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities

Where the school has evidence that any strategy or programme that has been implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried, it may be decided to request the Local Authority to carry out an assessment of education, health and care needs. This may result in an Education Health and Care Plan being issued.

Evaluating the effectiveness of SEND Provision

The effectiveness of provision for pupils with SEND is regularly evaluated by:

- Reviewing pupils' individual progress towards their goals each term via pupil progress meetings
- Reviewing the impact of interventions at the end of each half term
- Observations by the SENDCO
- Using individual provision plans (IPP's) to set targets and measure progress
- Holding annual reviews for pupils with EHC plans
- Having review meetings with external professionals working with the child.

Policies

The current SEND policy can be viewed in the policies section of the website. We will ensure that our policies, in particular in relation to admissions procedures, do not place SEND pupils at a disadvantage.

Deployment of Staff and Resources

Staff are involved in supporting not just young people with SEND, but also those who, it has been shown through school tracking, are not making expected levels of progress over time.

Working with all stakeholders

The school values the parental voice and the SENDCo will consult with them on referrals and consultations with external professionals. Parents are invited to share their voice during EHCP and other SEND reviews. A copy of the reviewed IPP is shared with parents who are invited to give their input. Parents are able to make appointments to meet with the SENDCo as well as opportunities to meet during meet the teacher sessions, open days and parents' evenings. Young people are also given a voice in the support that they are given through the child input of the EHCP and through meetings with the SENDCo.

Some children with SEND support may have a referral made to or receive the support of external agencies. These may include:

- The LA SEND department
- The Educational Psychology Service
- A medical service such as Speech and Language Therapist, Occupational Therapist or Physiotherapist (CYPIT)
- Foundry College
- Addington Outreach Service
- Learning Support Team CAMHS (Child and Adolescent Mental Health Service)
- School Nurse/ Community Nurse
- The Sensory Consortium Service (VI/HI/MSI)
- Parent Support
- Family Support Workers
- Education Welfare Officer
- Children's Services

Equal Opportunities

At St Nicholas we value every 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.

Teachers will take specific action to enable the effective participation of pupils with SEND by:

- planning appropriate amounts of time to allow for satisfactory completion of tasks
- planning opportunities, when necessary, for the development of skills in practical aspects of the curriculum
- identifying aspects of their programmes of study and attainment targets that may present specific difficulties for individuals.

Transition arrangements at St Nicholas CE Primary School

When a child with SEND starts at St Nicholas, they are invited to an initial visit before the start of term to see the environment and meet the teacher and SENDCo. 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. The SENDCo and class teacher will communicate with parents and carers to discuss needs. If appropriate a transition plan may be drawn up. Moving children with SEND from one class to the next is carefully managed, with prior visits and transition plans where necessary.

When children with SEND move on to a new school, where necessary, 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 SENDCo from the receiving school will be invited to the review meeting to discuss the transition. If a child has an IPP in place, this will be sent to the receiving school, along with other relevant documents.

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.

Contact details of support services for the parents of pupils with SEND

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 SEND on our School Website.

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

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SEND Governor: Mrs. Ingrid Thorp

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