

## Nacton CE Primary School SEN School Information Report (Local Offer)

This document explains what Nacton CE Primary School can offer parents and pupils with Special Educational Needs and Disabilities. We are an inclusive school and strive to offer all pupils regardless of background, starting point, ethnicity or need outstanding education.

(Press Ctrl and click on a link to go to that section)

1. [How does the Nacton CE Primary School know if my children need extra help and what should I do if I think my child may have special needs?](#)
2. [How will Nacton support my school?](#)
3. [How will the curriculum be matched to my child's needs?](#)
4. [How will both you and I know how my child is doing and how will you help me to support my child's learning?](#)
5. [What support will there be for my child's overall wellbeing?](#)
6. [What specialist services and expertises are available or accessed by the school?](#)
7. [What training are the staff supporting children with special educational needs having or had?](#)
8. [How will my child be included in activities outside the classroom including school trips?](#)
9. [How accessible is the school environment?](#)
10. [How are parents involved in the school? How can I be involved?](#)
11. [How are the school's resources allocated and matched to children's special educational needs?](#)
12. [How is the decision made about what type and how much support my child will receive?](#)
13. [How will the school prepare and support my child to join school/ transfer to a new school/ stage of education?](#)
14. [Who can I contact for further information?](#)

### **1) How does the school know if my children need extra help and what should I do if I think my child may have special needs?**

- ◆ When Children have identified SEND before they start here at Nacton, we work with the people who already know them and use the information already available to identify what their SEN will be in our school.
- ◆ If the teachers think that your child has a SEN this may be because they are not making the same progress as other children. We track your child's progress through regular assessments based on age appropriate expectations, pupil progress discussion between staff, liaison between staff and parents, work produced in class and test results. We will work alongside other agencies such as educational psychologists and speech and language therapists to enable us

to identify specific needs.

- ◆ If you tell us you think your child has a SEN we will discuss this with you and investigate further, we will share with you what we find, agree with you what we will do next and advise what you can do to help your child. Any queries you have should be raised with your child's class teacher. They will liaise with Miss Smith (the school SENDco) who will oversee progression on an individual basis.
- ◆ Data on the level and type of need within the school is made available to the local authority for monitoring and funding purposes.

## **2) How will Nacton support my child?**

- ◆ We will ensure that each child receives high quality first teaching.
- ◆ If your child experiences difficulties in a particular subject, we will provide small group intervention programs or individual tuition to help them close any learning gaps they may have. We have a variety of intervention programs on offer, including Early Literacy Support, Numicon, Dancing Bears, precision teaching, Code X, Gym Trail, Write from the Start, Feelings group and memory club. Your child may need a short burst of intervention, or a prolonged program. Qualified teachers, trained teaching assistants or volunteers working under the direction of the class teacher will be delivering these programs.
- ◆ If we identify your child has SEN, we will provide an Individual Education Plan (IEP) in the form of a Pupil Passport. The children will have 3 or 4 targets on this. They will be reviewed regularly and new targets will be given as soon as current ones are achieved. Copies of these will be sent home. You will be invited to termly review meetings to discuss your child's progress and your input will be taken into consideration in the writing of the new targets. Your child will be involved in setting and maintaining these targets. We see this process as a partnership between home and school. The SENDco will oversee all IEPs after you have signed them and they will be monitored to ensure appropriate challenge is in place.
- ◆ At Nacton we support children with a variety of SEN needs including: Autism, delayed literacy and numeracy skills, speech and language issues, hearing problems, social and emotional issues, motor and sensory problems.
- ◆ If a child is looked after by the local authority and is identified as having SEN we will send the termly reports to the relevant department.

## **3) How will the curriculum be matched to my child's needs?**

- ◆ Nacton CE Primary offers a broad and balanced curriculum. Each lesson is differentiated so your child can access the work at the appropriate level for them, and there will be adult support in place when needed.
- ◆ We use an assessment strategy called AfL (Assessment for Learning). This enables us to monitor and assess each child's learning on a daily basis. We use this information to identify any learning gaps your child has, act on them quickly and adapt future planning to close these gaps. Our high quality teaching assistants feedback after each lesson to the class teacher, and professional dialogue takes place to ensure all pupils are making at least the expected progress.
- ◆ The activities provided in the classroom, will be suited to a variety of learning styles, such as visual, auditory and kinaesthetic (doing). This will give all pupils maximum opportunity to learn and enjoy their work.
- ◆ Children who are identified as more able pupils, will receive a higher level of challenge in each lesson. There are programs in place such as Level 6 boosting to meet this need.

#### **4) How will both you and I know how my child is doing and how will you help me to support my child's learning?**

- ◆ Parents consultation evenings (three opportunities every year)
- ◆ Reports (once a term)
- ◆ Parents workshops based on key areas of the curriculum, aimed at helping you assist with your child's learning at home
- ◆ Open mornings, where you can come and spend time with your child in class
- ◆ End of term assemblies, where children have a chance to sing, perform and receive certificates for attendance, behaviour and effort
- ◆ IEP review meetings (termly)
- ◆ Annual review meetings (Statemented/EHCP children only)
- ◆ Informal ongoing communication with staff after/before school

#### **5) What support will there be for my child's overall wellbeing?**

- ◆ Your child will have access to their class teacher, additional adult or lunchtime supervisor to talk things through, ask for help or be listened to. We are a 'listening school' and therefore someone is always available.
- ◆ We have an established nurture group, which provides a safe space for children to improve their confidence and self esteem and talk through any

problems they may have in more detail.

- ◆ We have a more structured feelings group for children who need help to understand and manage their feelings. This group runs for 10 weeks and is led by two Teaching Assistants who have been trained to run this.
- ◆ If your child requires regular medical assistance or personal care, we will endeavour to meet needs as much as we can. This will rely upon appropriate trained staff and may not always be possible. If your child needs medicine administered, we will require a written, signed letter to give us permission to administer. This is subject to the discretion of the headteacher.
- ◆ We have an inclusive behaviour policy, which aims to promote good behaviour. If unwanted behaviours are exhibited, then the steps in the behaviour policy will be followed. Children will be made clear of the steps at every stage and explained to. We treat all children as individuals and implement the policy consistently and fairly, but with understanding where appropriate.
- ◆ We provide the highest level of safety for our children. All our staff and volunteers are subject to enhanced DBS disclosures, references are sought and online checks carried out.
- ◆ We follow all Government Statutory guidelines in recruitment checks.
- ◆ In addition, 2 members of staff are trained to Safeguarding Level 3, and 1 other has been CAF trained multi-agency trained and have completed a Train the Trainer course. All other staff are trained to Level 2. We work closely with the Multi-Agency (MASH) team and Suffolk Children's Safeguarding Board.
- ◆ One member of staff is trained in the county approved "Signs and Safety" which has been recognised by the DofE and all visitors and volunteers are aware of the schools Designated Safeguarding lead and in school procedures. Our named Safeguarding Governor has received the appropriate training.

## **6) What specialist services and expertises are available or accessed by the school?**

The school can draw on external specialist expertise from:

PRU (Pupil Referral Units)

Outreach teams from Specialist Schools (e.g. Thomas Wolsey, Claydon Dyslexia Unit)

EP (Educational Psychologist)

ATLS (Advisory Teacher for Learning Support)

ATSpLD (Advisory Teacher for Specific Learning Difficulties)  
CISS (County Inclusive Resource and Behaviour Support Team – now merged)  
EWO (Educational Welfare Officer)  
OT (Occupational Therapist)  
SALT (Speech and Language Therapist)  
ATLSVI (Learning Support for Visually Impaired)  
ATLSHI (Learning Support for Hearing Impaired)  
Community Paediatrician  
School Nurse  
SENDiass (formerly Parent Partnership)  
Young Carers  
CAMHS (Child and Adolescent Mental Health Service)  
NHS Suffolk  
Early Years and Childcare Quality and access advisory team  
Suffolk Wellbeing Hub

## **7) What training are the staff supporting children with special educational needs having or had?**

Safeguarding  
PREVENT  
School Safe  
First Aid  
Fire Awareness Training  
Numicon  
EpiPen  
Anaphylactic shock  
CEOP Think U Know  
Educational Visits Co-ordinator Training  
Support for children with selective mutism and reluctant talkers  
Talking Maths  
Phonics into Spelling in Early KS2  
Inclusion in the classroom  
Making and using Observations in the Early Years  
Manual Handling  
County Inclusive Resources Autism training  
SENDco induction training  
Top tips for Education, Health and Care Plans.  
National SENDco Award  
Looked after children in the classroom  
Shallow water training  
Safer recruitment training  
Mindsets  
Autism talk  
Feelings group Facilitator training  
Lego therapy – developing communication skills through lego therapy  
paediatric first aid

### **8) How will my child be included in activities outside the classroom including school trips?**

- ◆ Risk assessments will be carried out in advance to determine if the activity is suitable for all pupils with SEND. The school will make every reasonable effort to ensure all pupils have access to all visits including residential trips.
- ◆ After school clubs will cater for all pupils regardless of SEND.

### **9) How accessible is the school environment?**

- ◆ There is no designated disabled parking and due to the village location of the school, and lack of car parking facilities, there may be a considerable distance to walk from your car to the school.
- ◆ The school is all situated on the ground floor. There is a slight ramp from the road to the school, and concrete ramps leading from the school to the playground.
- ◆ The playground and field are connected and there are no steps or uneven ground.
- ◆ We have one accessible toilet, which is suitable for wheelchair users.
- ◆ Nacton CE Primary school is smaller than the average primary school and we have 4 classrooms, and a hall. The corridors are narrow and get very busy at certain times in the day. Trip hazards can be a problem, although we take every care to minimise risk.

### **10) How are parents involved in the school? How can I be involved?**

- ◆ The Nacton School Association meets half termly and is involved in raising money for the school, arranging social events and promoting the school.
- ◆ We have parent governors on our Governing Body. If parents are interested, they can declare an interest in being nominated when a position becomes available.
- ◆ Attending school events such as church services, parent's evenings, review

meetings and the Summer Fayre.

### **11) How are the school's resources allocated and matched to children's special educational needs?**

- ◆ The school has a commitment to ensuring provision of support for children with SEND. Funding enables support within the classroom from Teaching Assistants, including as appropriate, programmes of additional support for children in Literacy and Mathematics. The school actively encourages all staff to attend training to further their competencies in supporting children with SEND. A budget is provided for the purchase of resources identified by the Special Educational Needs Co-ordinator (SENDco).
- ◆ The named Governor for Special Educational Needs meets regularly with the SENDco and is also a member of the Governing Body Curriculum Group that annually reviews the Policy and provision for SEND in the school.
- ◆ The SENDco regularly evaluates the effectiveness of the provision made for children with SEND to ensure that resources are used and support is given in the most effective way to encourage progress.

### **12) How is the decision made about what type and how much support my child will receive?**

- ◆ Class teachers, in discussion with the Headteacher and SENDco, will determine what support is required in each individual child's case. The level of support will be appropriate and subject specific for the identified need.
- ◆ Children with Statements/EHCP will be allocated the statutory required hours of support.
- ◆ Class teachers will inform parents of the support their child receives and will be open to discuss this with them.

### **13) How will the school prepare and support my child to join school/ transfer to a new school/ stage of education?**

- ◆ In cases of transfer of pupils it has been, and will continue to be, our policy to give the receiving school as much information as possible about special needs pupils. The Year tutor and the SENDco from the appropriate High School visit school during the Summer Term, and details of Year 6 pupils causing concern are shared with them as soon as possible. Similarly, we will contact schools at

the earliest time when children transfer from us. Within the pyramid, consideration will be given to strengthening links through regular discussion and through staff working together in formal or informal clusters.

- ◆ When pupils transfer to Nacton CE Primary School their SEND provision and IEPs will be continued, in liaison with their previous school.

## **14) Who can I contact for further information?**

Below are the people you should contact if you have any concerns or queries about SEND provision at Nacton:

Class teacher (first point of contact) through the school office  
SENDco [senco@nacton.suffolk.sch.uk](mailto:senco@nacton.suffolk.sch.uk)  
Headteacher

For other support contact:  
SENDIASS (parent partnership) link <http://www.suffolk.gov.uk/parentpartnership>  
Autism UK: <http://www.autism.org.uk/>

For Suffolk's Local Offer go to :  
<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

**Updated July 2018**