# 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.

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## 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 Mrs Lummis (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 Number stacks, Dancing Bears, Apples and Pears, precision teaching, Code X, Gym Trail, Write from the Start, Beat Dyslexia, Active Literacy, Little Wandle Keep up and Rapid Catch up, Socially speaking, nurture group, ELSA 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 following the assess, plan, do review cycle. We use the language of the 7Cs learning portfolio to focus the support we give (see appendix 1) The children will be set 3 targets and we will identify 3 areas of strength. You and your child will be invited to termly review meetings to discuss your child's progress against these targets and to write new ones. 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.

- If after a few of these cycles your child is not making expected progress or we feel we need more support then outside agencies will be drawn in via Suffolk's graduated response at Stage 2 and 3 (see appendix 2).

- 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 adapted 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.

- If the need for home schooling arises (for example a child is self isolating or a local lockdown happens) pupils will be provided with learning activities that are adapted to meet their needs which will be communicated to you via the class teacher.

## 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
- 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
- IEP review meetings (termly)
- Annual review meetings (EHCP children only)
- Informal ongoing communication with staff after/before school
- Time to share, where your child can share their learning books with you.

## 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 an ELSA (Emotional Literacy Support Assistant) trained TA who is able to provide more bespoke 1:1 and small group support packages for children who need it.

- 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, the school safeguarding team have all completed multi agency training. All staff are safeguarding trained annually with regular updates. 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 of 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)
EP (Educational Psychologist)
EWO (Educational Welfare Officer)
OT (Occupational Therapist)
SALT (Speech and Language Therapist)
Community Paediatrician
School Nurse
SENDiass (formerly Parent Partnership)
Young Carers
CAMHS (Child and Adolescent Mental Health Service)
NHS Suffolk
Suffolk Wellbeing Hub
SPCN (Suffolk Parent Carers Network)
SES (Specialist Educational Services) can be accessed at Stage 2 and 3 of Suffolk's Graduated response. The service is broken down into the following 6 teams:

1) Cognition and Learning, incorporating the Outreach Team currently commissioned through SENDAT and the newly named Specific Learning Difficulties Team (SpLD) (formerly DOT (Dyslexia Outreach team))

2) Communication and Interaction, incorporating the SLCN Outreach (Speech, Language and Communication Needs) and some of the CISS (County Inclusive Support services)

3) Social. Emotional and Mental Health team, incorporating some of CISS(County Inclusive Support services)

4) Physical, Sensory: incorporating HI (hearing impairment), VI (Visual impairment), MSI (multi-semsory impairment) and the SpLSA (specialist Learning Support Assistants) service.

5) Whole School Inclusion

6) The Alternative Tuition Service – ATS

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

Safeguarding including online safeguarding
PREVENT
BehaviourSafe
First Aid
Paediatric First Aid
Fire Awareness Training
Educational Visits Co-ordinator Training
National SENDco Award
Shallow water training

Safer recruitment training
Feelings group Facilitator training
Maths mastery for teachers and TAs
Subject leader training
Managing Challenging behaviour
Half termly SENDco network meetings and forums
ELSA training
SES training around different areas of SEND including, supporting children with ADHD, dyslexia, dyscalculia; word awareness training; emotional regulation training.
PECS training
Supporting children with Foetal Alcohol syndrome
Trauma informed schools
Keys to inclusion training
TA network training including sessions on speech and language and autism.
CPOMS training
Little Wandle phonics training including SEND provision
Supporting Quality first teaching for pupils with Cognition and Learning Needs
TA network Dyslexia training ( 5 sessions around reading, writing, resources, memory and organisation)
Speech and Language Training provided by NHS – sessions in supporting children with a stammer, supporting children with comprehension difficulties, using the speech ladder to support articulation.
Deaf awareness training
Autism awareness training
Supporting children with Social, emotional and mental health needs
An Introduction to Sensory Processing, Modulation and Strategies for use in Schools

## 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. An IEP will be created following the assess, plan, do review cycle, which you will contribute to. If after a few of these cycles they are not making expected progress or we feel we need more support then outside agencies will be drawn in via Suffolk's graduated response at Stage 2 and 3 (see appendix 2).

- Children with an EHCP will be allocated the statutory 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
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

For information on Suffolk's graduated response for SEND go to:
Specialist Education in Suffolk | Community Directory

**Updated July 2024**

## Appendix 1: 7Cs Learning Portfolio

### Compassion

- Friendships
- Turn-taking
- Empathy
- Sense of Justice
- Self-esteem & Wellbeing
- Self-efficacy
- Support for Others

### Co-ordination

- Fine Motor - Handwriting, Cutting, Threading
- Gross Motor - Jumping, Hopping, Kick, Catch, Throw a Ball
- Sensory – vision, hearing, tracking
- Mobility
- Stability + Balance
- Posture
- Sensory Processing

### Curriculum

- English
  - Reading
  - Writing
  - Spelling
  - Number
- Maths
  - Shape/Space
- Science
- Art & Music
- History & Geography
- Computing
- PE & Sport



7 Cs Learning Portfolio

Copyright Willow Tree Learning

### Cognition

- Working Memory
- Speed of Processing
- Inference
- Anticipation
- Reflection
- Evaluation
- Analysis

### Communication

- Speech - Expressive Vocab
  - Articulation
- Language - Understanding Vocab
- Collaborative Conversation
- Listening - Follow Instructions
- Social Communication (Output)
- Social Interaction (Input)

### Creativity

- Generate Ideas
- Problem Solving
- Attention
- Motivation
- Making Things
- Courage-Determination
- Trust

### Control

- Self-regulation
- Behaviour for Learning
- Anxiety Management
- Confidence
- Resilience
- Language of Emotions
- Independence

## Appendix 2: The Graduated Response

Suffolk County Council

# Supporting CYP* with SEND in Suffolk:

A Graduated Response to support Schools and Settings



### Stage 1 : Initiate Assess, Plan, Do, Review (APDR)

*A whole setting approach to identifying need and removing barriers to learning*

**Assess**

- Discussion with key staff in the educational setting to build profile of need
- Capture CYP and parent/carer views
- Gather and analyse assessment information, based on observations, current attainment, formal and informal assessments

**Plan**

- Work together to create a time-limited support plan, utilising whole school approaches, high quality inclusive teaching and differentiation
- Use the categories of need descriptors to help inform planning

**Do**

- Put in place the agreed adjustments, support and intervention, with the SENDCo supporting teachers with implementation, linking interventions to classroom teaching.
- Agree date of review

**Review**

- Review the quality, effectiveness and impact of the provision, involving the CYP and their parent/carers

The APDR cycle then starts again with the updated information.

### Stage 2 : CYP making less than expected progress despite evidence based support and intervention

- Seek support from the Specialist Education or Psychology & Therapeutic Services Core Offer around individual CYP and whole setting approaches.
- Seek support for CYP and whole school approaches through a SEND Support Consultation. This could lead to a SENDCo Support visit to your school and/or involvement from the P&TS e.g. Inclusion Facilitation support or an EP Analysis of Additional Needs (AANT)
- Explore the SCC Traded Offer for training and additional support
- Refer to external agencies (e.g. Health, Mental Health, Early Help, Social Care)
- Consider an application for High Needs Funding

The APDR cycle then starts again with the updated information.

### Stage 3 : CYP needs a higher level of support and intervention

- Review the impact of interventions, continuing the cycle of APDR and involving the CYP and their parent/carers
- Review the impact of the SEND funding in place
- Consider a request for an Education, Health and Care Needs Assessment

**For more information and resources, visit:**

www.suffolklocaloffer.org.uk
www.sendgateway.org.uk

SENDIASS Training
www.suffolksendiass.co.uk

SEND Code of Practice
www.nasen.org.uk

*We have used CYP to indicate children and young people aged 0-25

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