

Welcome to our SEN information report which is part of the Nottingham City Local Offer for Learners with special needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

At Scottholme Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Ann Dargavel (SENCO) to discuss your concerns.

This report outlines how we work with pupils with special educational needs and disabilities in our school.

For further information, please contact:

**Special Educational Needs Co-ordinator: Ms Ann Dargavel**

**Contact details**

**Telephone:** 0115 978 1968

**Email:** [senco@scotholme.nottingham.sch.uk](mailto:senco@scotholme.nottingham.sch.uk)

**Head Teacher: Ms Kate Hall**

**Contact details**

**Telephone:** 0115 978 1968

**Email:** [headteacher@scotholme.nottingham.sch.uk](mailto:headteacher@scotholme.nottingham.sch.uk)

**Governor responsible for Special Educational Needs and Disabilities (SEND):**

Mr Colin Wignall

**Contact details**

**Telephone:** 0115 978 1968

**Email:** [admin@scotholme.nottingham.sch.uk](mailto:admin@scotholme.nottingham.sch.uk)

## HOW DO WE IDENTIFY PUPILS WITH SPECIAL EDUCATIONAL NEEDS?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

*"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

- If a class teacher has concerns about a child in their class, they will speak to the parents and the SENCO to ascertain if there have been any previous concerns or any reason why the child may not be performing as expected.
- All children at Scottholme have their progress carefully monitored by the class teacher and by the senior leadership team on a termly basis. Discussions will take place about why a child has not made progress and interventions will be put in place to support learning if necessary. If following intervention, no progress has been made then further assessment may take place.
- A School Concern form, will be completed and the SENCO will be consulted. A meeting will be arranged between staff and the parents if necessary.
- If any parent has concerns that their child may have additional needs, then they should contact the class teacher and/or the SENCO
- If necessary, some assessment or observations may be carried out either by school staff or by other services eg. Educational Psychology, Speech Therapy, Learning Support or the Autism Team. This will only be done with parents' written consent.
- Additional support will be put in place if deemed necessary.

## WHEN A PUPIL HAS BEEN IDENTIFIED AS HAVING SEND, WHAT HAPPENS NEXT?

- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum. The emphasis at Scottholme is on high quality, inclusive teaching.
- We believe that high expectations are key to securing progress.

- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We strive to make a clear distinction between "underachievement" -and special educational needs.
  - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
  - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned interventions, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

## HOW ARE PUPILS WITH SEND SUPPORTED IN SCHOOL?

- The type and level of support offered will be decided by the class teacher and the SENCO.
- Parents will be informed at Parents' evenings about any additional support that their child receives. Staff will take every opportunity to inform parents of how they can support the learning of the child at home.
- Some examples of interventions that the school offers are Precision Teaching, Interactive Music, Toe by Toe, TalkBoost, Intensive Interaction, Together Time, Lego Therapy, Confidence Building and Social Skills. We also have several staff who are proficient in the use of Makaton. The SEN staff also make use of iPads, Clicker 6, Talking Tins and other assistive technology.
- Each termly intervention follows the Assess, Plan, Do, Review cycle. This ensures that we are only using interventions with a proven success rate.
- **Assess** - this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.
- **Plan** - this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers.
- **Do** - providing the support - extra assistance for learning - as set out in the plan.
- **Review** - measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved - learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

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- Staff make use of signs and symbols in every class supporting the learning of hearing impaired, autistic and developmentally delayed children
- All interventions are recorded in and monitored through the Provision Map Writer Programme and are overseen by the SENCO.
- Progress of children who are not working at age related levels may be measured using B Squared. This helps us to show the smaller steps of progress, identify next steps and find any gaps in their learning.

**The class teacher:**

Responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCo) know as necessary.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

**The SENCO in our school is: Ann Dargavel**

Responsible for...

- Providing professional **guidance** to colleagues and works closely with staff, parents and other agencies.
- Writing SEN Information Report which **MUST** be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Advising on a graduated approach to provide SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEN
- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process for children with SEN
- Ensure school keeps the records of pupils with SEN up to date
- Work with head teachers and school governors with regards to reasonable adjustments and access arrangements
- Organising staff training

**The Head teacher is: Kate Hall**

Responsible for...

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- The day-to-day management of all aspects of the school; this includes the support for children with SEN.
- The Head teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEN.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place and

**The SEN Link Governor is: Colin Wignall**

Responsible for...

- Making sure that the necessary support is given for any child with SEN who attends the school.
- To support and challenge the Head teacher and SENCO with regards to SEN within the school.

**HOW DO WE SUPPORT PUPILS WITH SEND TO FULLY ENGAGE IN THE LIFE OF THE SCHOOL?**

Pupils with SEND work in a variety of ways during their time in school. We encourage them to work as part of the whole class, as members of small groups and also in 1:1 situations.

Our aim is to include all pupils in all activities wherever this is possible and we use our team of staff to support pupils so that they can engage in all aspects of school life. This support is present in the classroom, out of school on visits, around school at lunch and break times.

**HOW ARE SCHOOL RESOURCES DEPLOYED?**

Each class has one teacher and one allocated teaching assistant. We also have 9 teaching assistants and one teacher employed to work with children with pupils with SEND needs.

Payments to school:	
Higher Level Needs Funding	£78973.25
Costs:	
Staffing	£250,000 Approx
Educational Psychology	£2,373
Behaviour Support	£1,561
Inclusive Education Service (Including Autism Team and Learning Support)	£2,185
Resources	£750

## **WHAT ADDITIONAL LEARNING OPPORTUNITIES EXIST FOR PUPILS WHO HAVE SEND?**

We have a large team of dedicated staff, who work exclusively with pupils who have SEND. They plan and deliver a wide range of learning experiences to support work in class and to develop a wide range of other skills. Pupils with SEND work in a variety of ways, sometimes within the whole class and sometimes in smaller groups, and have access to appropriate resources to support their learning.

Staff also take pupils to the school allotment and the local health centre sensory room on a regular basis.

## **WHAT KIND OF SUPPORT INTERVENTIONS ARE AVAILABLE AND HOW DO THEY IMPACT ON CHILDREN'S LEARNING?**

Some examples of interventions that the school offers are Interactive Music, Toe by Toe, TalkBoost, Intensive Interaction, Together Time, Precision Teaching, Confidence Building, and Social Skills. We also have several staff who are proficient in the use of Makaton. The SEN staff also make use of iPads, Clicker 6, Talking Tins and other assistive technology.

We evaluate the impact of all these strategies by carrying out assessments both before and after the intervention has taken place.

## **WHAT SUPPORT IS AVAILABLE FOR IMPROVING THE SOCIAL, EMOTIONAL AND MENTAL HEALTH OF OUR PUPILS?**

- The social and emotional well-being of all children is extremely important at Scottholme, as we recognise that children may have difficulties learning if they are not happy.
- Support is also accessed from the Child and Adolescents Mental Health Team (CAMHS), the Educational Psychology Service (EPS), the Behaviour Support Team, the Autism team and the Behaviour Emotional and Mental Health Team (BEMH)
- Parents should inform the class teacher if they think that there is any issue that may affect their child's emotional well-being.
- All staff have had training in Attachment Theory and the school is taking part in an ongoing attachment project.
- All children, regardless of any extra needs, will be included in extra- curricular activities.

### **Specialist Interventions**

We have staff who are trained in a wide range of strategies to support all pupils.

Several staff have the Anti Bullying Alliance qualification.

Ms Cespedes is a trained Emotional Support Assistant (ELSA), who works with individuals and groups of children to support their emotional health.

Miss Cespedes, Mrs Futers and Miss Facey are trained Key Attachment staff.

Mrs Greaves and Ms Easson both hold counselling qualifications. Mrs Turner is in the process of becoming a fully qualified counsellor.

Ms Dargavel holds the Attachment Lead in Education qualification and is trained to deliver a programme of emotional support called In My Shoes. She is also our designated member of staff for children who have been bereaved.

### **Support For All**

In all classes, staff spend a lot of time discussing positive strategies to support the health and well-being of our pupils. We have a free Breakfast Club, which supports pupils to get off to the best start every day.

Children are encouraged to talk to members of staff when they are worried or need help.

### **HOW ARE PUPILS INVOLVED IN DECISION MAKING IN OUR SCHOOL?**

We believe that listening to our pupils is a major key to our success. We encourage them to ask questions, to develop and share opinions and to take part fully in the life of our school. Children are encouraged to make decisions to support their learning and to make suggestions about how to improve our school and their time here.

We have an active School Council, who seek the views of all pupils and represent them at meetings.

Children from Years 1 to 6 complete the PASS (Pupils Attitudes to Self and School) Survey once a year and the information from this informs whole school policy and individual support.

Children who are unable to vocalise their opinions are encouraged to share their feelings through Talking Mats.

### **WHAT TRAINING DO STAFF RECEIVE?**

- All staff access training in the area of Special Educational Needs every year
- The SEN team members have additional training throughout the year. Areas which we have some staff trained in include: Makaton, Use of Numicon, Intensive Interaction, Together Time work, Use of Clicker 6, Supporting Children with Speech and Language Difficulties and Supporting Children with Emotional Difficulties etc.
- Two teachers have a Diploma in Teaching and Assessing Children with Specific Learning Difficulties (dyslexia).
- The school works closely with the Support services who regularly deliver additional training to staff.

### **HOW DO WE EVALUATE OUR PROVISION?**

- The effectiveness of provision is evaluated through the Provision Map Writer Programme, where progress is measured against targets set each term for each intervention.
- School data is analysed to ensure that children who receive SEN support are making suitable progress.
- Observations are carried out by the SENCO.

### **WHAT SHOULD A PARENT DO, IF THEY BELIEVE THEIR CHILD NEEDS SUPPORT FOR A SPECIAL EDUCATIONAL NEED OR DISABILITY?**

- If parents have any concerns about their child's progress, they should contact the class teacher and/or the SENCO.
- The school has termly parents' evenings to discuss a child's progress with their class teacher.
- Those children who have intervention from another external agency eg. The Autism Team, Educational Psychologist etc. will be invited to reviews twice a year with the class teacher, SENCO and other support staff. Children will also get the opportunity to discuss their views and feelings at these meetings.
- An appointment can be made at any other time to meet with the SENCO, if necessary.
- We believe in the importance of involving parents in their child's education and value their input in these meetings.

### **HOW DOES THE SCHOOL SUPPORT TRANSITION?**

- We want to ensure that all pupils have smooth transition between classes during their stay with us and also when they transfer to another school.
- We access support from the Autism Team and Learning Support Team to make sure pupils are ready for the change. This may involve additional visits to their new school and/or support in school to prepare them.
- We engage fully with the SENCOs for the new schools and ensure all records are passed on.



## COMPLAINTS:

- Please contact the SENCO if you have any concerns about the provision your child receives.
- The schools' **Complaint Procedures** are set out in the school policy, copies of which are available from Reception and on the website. The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school works within LA guidance and will make further information about this process available on request.
- The school will provide information about the **ASK US** Service to parents of pupils with special educational needs. Parents of any pupil identified with SEN may contact the ASK US Service for independent support and advice <https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=YmqugCdb3a4>

## Local Offer

Nottingham City Schools Local Offer is accessible to all parents on

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

The Nottingham City Schools Provision maps are available on this site and Scotholme Primary School makes provision in line with the good practice described within this framework

**Academic year 2021/22**