



Scotholme Primary and Nursery School
Special Educational Needs Information Report
2018/19



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

For further information, please contact:

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HOW DO WE IDENTIFY PUPILS WITH SPECIAL EDUCATIONAL NEEDS?

- If a class teacher has concerns about a child in their class, they will speak to the parents 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.



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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 Educational 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 Interactive Music, Toe by Toe, TalkBoost, Intensive Interaction, Together Time, Precision Teaching, Friends for Life, 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.
- 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.



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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 an allocated teaching assistant. We also have 7 teaching assistants and one teacher employed to work with pupils with SEND needs.

Payments to school:	
Higher Level Funding Needs	£26,909.25 17/18 £27000 18/19 EST
Additional Inclusion Allowance	£28459.62 17/18 £26000 18/19 EST
Costs:	
Staffing	£220,256
Educational Psychology	£2,326
Behaviour Support	£1,530
Inclusive Education Service (Including Autism Team and Learning Support)	£2,142
Counselling	£9,098
Resources	£1,000

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 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.



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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, Friends for Life 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.
- We have one trained and one student counsellor working in school for a day each. Parents will be asked to sign a permission slip and meet with the counsellor before their child is seen.
- Support is also accessed from the Child and Adolescent 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 currently taking part in an 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 Literacy Support Assistant (ELSA), who works with individuals and groups of children to support their emotional health. She is trained in Emotion Coaching.

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

Mrs Greaves and Ms Easson both hold counselling qualifications.

We provide 1:1 counselling for pupils with 2 counsellors from Nottingham University.

Ms Dargavel 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.



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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 and Eco Council, which 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 twice a year and the information from this informs whole school policy and individual support.

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.



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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.

COMPLAINTS:

- Please contact the SENCO if you have any concerns about the provision your child receives.
- The schools' **Complaints Procedures** are set out in the MAT 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 **Parent Partnership Service** to all parents of pupils with special educational needs. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice

Local Offer

Nottingham City Schools Local Offer is accessible to all parents on <http://fis.nottinghamcity.gov.uk>

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

Academic year: 2018/19