

**SEN Information Report Questions for Nottinghamshire**  
**Arnbrook Primary Information Report for Special Educational Needs**

**1. What kinds of special educational needs does the school/setting make provision for?**

We support pupils with a wide range of needs including; Autistic Spectrum Disorder, Specific Learning Difficulties, emotional and social difficulties, ADHD, EAL, visual impairments, Speech and Language Difficulties and Global Learning difficulties.

**2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

Arnbrook Primary School works closely with pre-school settings, parents and other agencies prior to entry to school to gather information to identify needs. Baseline tracking information and monitoring progress termly will ensure that pupil's needs are identified within the school monitoring process.

We monitor the progress of all pupils in order to highlight any concerns in learning and aid identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential and enable the teacher to respond to the learning needs within the classroom. We involve the parents in discussions around progress, needs, provision and other agencies that may be involved.

**Identification & Referral Process**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- j) External professionals may be consulted if felt necessary. Parental consent is always sought and parents are informed of progress.

### **3a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?**

The whole school provision is reviewed on a termly basis and changed where appropriate to make most effective use of the resources within the school.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This feedback takes the form of parents views at parents evening; involving pupils in discussion around the provision that is in place to support their needs during reviews and staff through discussions around the termly review of pupil progress profiles. Parental views are also sought through yearly SEN questionnaires.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Progress data is analysed and will feed into the review of whole school provision and individual pupil progress profiles, using the data to identify the effectiveness of the provision in place for individual pupils and change the focus of the provision when appropriate.

There is a formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCO for the governors and information is gathered from different sources such as parents evenings, structured conversations with parents, pupil interviews and staff contribution to reviews. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

### **3b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?**

We work with parents to gain a fuller picture and understanding of their child and their needs, and involve the parents in discussions around progress, needs, provision and other agencies that may be involved. It also includes, supporting them in terms of understanding SEND procedures and practices and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.

### **3c) What is the school's approach to teaching pupils with special educational needs?**

Arnbrook Primary School fully promotes an inclusive environment, where all pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made. These may include; speech and language therapy work, 1:1 or small group phonics teaching, number interventions, specialist guided sessions, social interventions, physiotherapy sessions.

### **3d) How will the curriculum and learning be matched to my child/young person's needs?**

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required. The teacher will use a range of strategies that make full use of all available classroom and school resources and school interventions to ensure that the curriculum can be accessed by all children.

### **3e) How are decisions made about the type and amount of support my child/young person will receive?**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools (the Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

These resources, along with pupil premium and other specific SEND funds, will be allocated within the school by the Leadership Team and SENDCO. The provision provided by these resources will be reviewed termly and adjusted to ensure the most effective use within school.

### **3f) How will my child/young person be included in activities outside the classroom, including school trips?**

The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed by Leadership Team, Subject Leaders and the SENDCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and school trips. The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

### **3g) What support will there be for my child/young person's overall well-being?**

In the first instance, your child's class teacher will be the primary support for your child's overall well-being and they should be consulted as a first port of call. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Our Assistant Head Teachers will also be involved in the support of your child/young person and be approached at any time as well. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO. We also provide a range of interventions that focus on emotional well-being. These can take place on an individual or small group setting and are undertaken by our learning mentor and teaching assistants.

### **4. Who is the school/setting's special educational needs co-ordinator (SENDCO) and what are their contact details.**

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### **5a) What training have staff supporting special educational needs had and what is planned?**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school operates the following training programmes:

- Whole school training sessions – through INSET and staff training.
- Training arranged through the 'family of schools'.
- Attendance at Local Authority SENDCO conference and/or National SENDCO conference.
- Training offered through SFSS; including the Communication and Interaction team and Cognition and Learning Team.

The SENDCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues. The SENDCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

### **b) What specialist services and expertise are available or accessed by the setting/school?**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- The Children's Centre
- Speech and Language Therapy
- Targeted Support
- Gedling Area Partnership
- Schools and Families Services
- Social Care
- Other voluntary groups e.g. NORSACA, Parent Partnership

**6. How will equipment and facilities to support pupils with special educational needs secured?  
How accessible is the school/setting?**

The school has a range of specialist SEND facilities in place. These are:

Physical Environment

- Disabled toilet
- Where appropriate applications for specialist furniture can be made

Assistive technology

- When appropriate, applications for assistive technology can be made through Inclusive Technology Services.
- Sensory area in the Foundation Unit
- Use of lap tops and tablets.
- Writing slopes.

Other

- Improved access to the curriculum and assistance during examinations:
- Allocation of resources and groupings
- Pupils who meet the criteria for extra time, a scribe or a reader will have access to these arrangements during assessments.

**7. What are the arrangements for consulting parents of pupils with special educational needs?  
How will be I involved in the education of my child/young person?**

Arnbrook Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Arnbrook Primary School welcomes and values the views of parents. Parents are able to share feedback with the school through informal contact with the class teacher or through more formal appointments with the class teacher or SENDCO to discuss any concerns about their child and/ or the provision being made for them. Parents also have an opportunity to share their views during parents' evenings and progress review meetings.

Parents are kept up to date with their child's progress through parents' evenings, formal written reports, review meetings and informal conversations where necessary.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted at any time in relation to SEND matters.

**8. What are the arrangements for consulting young people with SEN and involving them in their education?**

*Pupils with Special Educational Needs are consulted termly on their own strengths and the things that they enjoy at Arnbrook through the use of Pupil Profiles. They are also asked what will help them to make more progress. Children also traffic light their Numeracy work to identify individual lessons that they have found difficult. The review process will take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.*

**9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?**

*If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO, who will be able to advise on formal procedures for complaint.*

**10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

Arnbrook Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following:

- Schools and Family Support Services (SFSS) including: Cognition and Learning team, Communication and Interaction team, Sensory Impairment team
- Early Years Support Services (EYSS)
- Education Psychology Service
- PSED (Primary Social Emotional Development team)
- Social Care
- Speech and Language Service
- Inclusive Technology Support Service
- Physical Disability Support Service
- Gedling Primary Behaviour Partnership (formally SBAP)
- Specialist hospital links to Physiotherapy
- Links to Fountaindale Specialist SEN School.

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

**11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?**

The SENDCO will signpost parents of pupils with SEND to the appropriate service where specific advice, guidance and support may be given.

**12. How will the school/setting prepare my child/young person to:**

**i) Join the school/setting?**

Prior to entry contact is made between Foundation teacher and parents.

Home visits for children starting FS1 are made to gain a fuller picture of the child, and in FS2 a teacher will endeavour to undertake a home visit if a child joins mid-year; information about other agencies working with the child is also gathered.

## **ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?**

Prior to entry, contact is made between the Foundation teacher and parents;

- A meeting is arranged for the teacher to meet with parents prior to entry, this will, where the pupil has not been at the F1 setting allow the school to gain an understanding of the child
- Information about other agencies working with the child is gathered.

### **KS1 to KS2 Transition:**

- Discussion between teachers and teaching assistants ensures the new teacher is aware of the child's needs;
- Current progress levels are shared for future planning needs;
- New class teacher attends the last multi agency meeting for the pupil so they are aware of on-going issues;
- Additional visits into the new class.

### **KS2 to KS3 Transition:**

- Staff from the receiving secondary school will discuss, with the SENDCO, pupils needs and levels;
- Staff, from the receiving secondary school come into school to work with the pupils;
- Additional transition visits are arranged to the secondary school, where this is appropriate;
- SEND records are passed to the SEN department of the receiving school.

In addition there are always additional transition arrangements put in place when a pupil moves onto a new class. Work in the new classroom and getting to know the new teacher is key to a smooth transition to the new school year.

## **iii) Prepare for adulthood and independent living?**

Life skills are embedded through our everyday curriculum as opportunities for group work are optimised where possible. In addition, issues are explored and discussed through weekly PSHE lessons, assembly time. Our annual Enterprise Week provides an exciting opportunity for children to design and market a product and then sell it to parents and children in the school.

## **13. Where can I access further information?**

Please contact our school office on 0115 919 0199, who can advise you on the relevant person to speak to. You can also go to our website: [www.arnbrookprimary.net](http://www.arnbrookprimary.net)

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