

Updated April 2020 in light of COVID-19 Pandemic.

Please see sections marked 'Addition' in bold.

These questions have been set by Nottinghamshire County Council and answered by Arnbrook Primary School.

1. What kind of Special Educational Needs does Arnbrook Primary School make provision for?

Arnbrook Primary School is an academy (primary) catering for children aged 3-11. Arnbrook Primary School is part of the Believe Academy Trust.

We have a strong ethos of inclusion at our school. Each child at Arnbrook Primary School is treated as a unique individual and we will consider all their needs and requirements.

The school supports pupils with a wide range of needs including: ASD, Physical and Sensory needs including visual and hearing impairments, Specific Learning Difficulties including dyslexia and dyspraxia, Global Learning Difficulties, ADHD and pupils with social, emotional and mental health needs.

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

We acknowledge that all children are individuals and have different learning needs, some requiring additional support to help meet their needs or improve their learning. Our SENDCO co-ordinates the SEN provision throughout school liaising where necessary with parents, pupils, school staff and specialist advisers from the Local Authority and Health Service. When identifying children with SEN we follow the clear guidelines set out in the SEN Code of Practice 2014. Arnbrook Primary School SEND Information Report September 2018.

Pupils who may need extra help are identified by gathering information from teachers, parents and the pupils, education, health and care services to build a full picture of the pupil's needs prior to their entry into the school. If a teacher feels a pupil may need extra time they will consult with the school SENDCO (Special Educational Needs & Disability Coordinator) and the pupil's parents.

During the course of their time at Arnbrook we continually monitor the progress of all pupils in order to aid the identification of pupils with SEND as they may arise through the school year. 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 school to put in appropriate support and review its effectiveness. This will be done by termly 'Pen Pictures' and targets with teachers liaising with the SENDCO throughout the school year to raise concerns. If parents are concerned about their child then they can contact the class teacher or school SENDCO by phoning school. Alternatively an appointment can be made with the class teacher or SENDCO via the school office.

3. a) How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?

All pupils who have been identified as having Special Educational Needs are monitored closely. Teachers track their progress and data is put in to a tracking document specifically for children with SEND three times a year. The SENDCO then analyses this to identify strengths and any areas that need development. Similarly, interventions are monitored and assessed to ensure they are being as effective as possible. Many of our interventions e.g. ELSA support, are planned and delivered in 10 week blocks, with a mid-term review and end of intervention assessment that assesses pupils' progress from their initial level. In addition all Teaching Assistants participate in an appraisal process, during which support and interventions are observed. Provision for pupils is continuously reviewed and discussed at senior leader meetings, as well as with class teachers.

b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

Parents are kept up to date with their child's progress through termly reviews, Annual Reviews, Parents' Evenings and an annual full school report. In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs with the class teacher and / or SENDCO. We have an open door policy and parents are encouraged to come in to school whenever they have a question or concern. At these meetings the pupil's needs and individual targets will be discussed, as well as how these can be supported both at school and at home. If outside professionals are working with a pupil, they will usually be present at review meetings to offer support, or if this is not possible their views and recommendations will be presented to parents in a report.

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

At Arnbrook we believe strongly that all children should be valued equally within a climate of warmth and support in which all pupils feel valued.

The school provides a broad, balanced and ambitious curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs, leading to requirements for particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age. Children may have special educational needs, either throughout or at any time during their school career, which could include learning, communication, physical or emotional difficulties. Curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child, and teachers may adapt the curriculum and learning environment to ensure all pupils can access a varied and stimulating curriculum. This could be through differentiated work, visual and practical learning, small group work, visual timetables and opportunities to develop positive self esteem, independent learning, enabling children to exercise choice, involvement in decision making and problem.

We strive to create a sense of community and belonging for all our pupils. We have an inclusion ethos with high expectations and appropriate targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation. Each child at Arnbrook

Primary School will be treated as a unique individual and we will consider all their needs and requirements.

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

Our curriculum is constantly being reviewed to ensure it meets the needs of our children. Our aim is to provide a curriculum that is relevant, broad and ambitious and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences. Children who need more targeted support; a provision map will be provided which will identify long term and short term objectives.

All planning, both, medium term and short term is highly differentiated within each class. Curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child, and teachers may adapt the curriculum and learning environment to ensure all pupils can access a varied and stimulating curriculum. This could be through differentiated work, visual and practical learning, small group work, visual timetables and opportunities to develop positive self-esteem, independent learning, enabling children to exercise choice, involvement in decision making and problems.

Some children have targeted support in class. Our Teaching Assistants have many areas of expertise and training and this can be deployed both in and out of the classroom with individual or small groups of pupils.

e) How are decisions made about the type and amount of support my child will receive?

Addition 1:

During the COVID-19 pandemic, restrictions are in place regarding contact & travel. Following local authority guidance, we expect that this should not affect statutory or agreed dates & timescales for review meetings and decisions to be made. There will be no face-to-face meetings, but contact and meetings will be conducted by email, phone and video call/conference. As time progresses there may be potential delays in obtaining professionals' information, professionals who are working differently and being deployed to more frontline roles, and where this may impact on complying with EHCP statutory timescales we will contact families directly. The impact on decision making will happen over time and will be reviewed regularly considering any changes in national guidance.

We hold two parents' evenings a year, where targets and support for pupils is discussed. If a child has been identified with more complex special educational needs then termly reviews add to these. These reviews allow for structured conversations to occur about the pupil and their current support, as well as the opportunity to discuss any changes.

Once a term the Family of Schools hold a 'Springboard' meeting. At this, the SENDCOs from all of the schools in the area discuss pupils who have been identified as needing support. Following the discussion it is decided if outside intervention and support is needed, and an application is made. School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists, school nurse and specialist teacher advisors where and when appropriate.

In some cases a child may benefit from an Education, Health and Care Plan. This plan will set out very specific support that is available for a pupil.

f) How will my child be included in activities outside the school curriculum including trips?

At Arnbrook Primary School we provide a wide variety of activities, visits and residential experiences, we value the benefit of education outside the classroom and believe that all pupils should have the opportunity to participate in these. Prior to any trips, a pre-visit is made by staff and a risk assessment is carried out which considers the needs of all children. Where necessary, we meet with parents/carers to discuss any additional support which may be required. We aim to ensure all children have the chance to be part of all activities whether inside or outside the classroom, with reasonable adjustments made where needed.

No child is excluded from activities at Arnbrook Primary School. If your child needs extra support to take part in activities, including residential, the school will cater for this as best as it can.

g) What support is there for my child's overall well-being?

Addition 2

During the time of COVID-19 lockdown regular phone contact will be made with families of children who are deemed vulnerable. These groups include: children with EHCP's, safeguarding concerns and children with protection plans. This will be twice weekly (every three days). Resources are regularly uploaded to Class Dojo to support all children's emotional health and wellbeing, including children with SEN. Our trained ELSA in school will also have regular contact with these children and parents if required. Support and guidance is available on our website.

We have a robust safeguarding policy and protocol in place. Pupils' health and well-being is paramount, reinforced by the whole school values. All staff have a responsibility for their pupils' overall wellbeing. This is supported within the classroom through the PSHE (Personal, Social and Health Education) curriculum, as well as through assembly themes and themed days.

The social and emotional well-being of all our pupils is a priority. Where appropriate, plans are put in place to support a child's well-being following consultation with pupils and their parents/carers. We follow guidance from trained health professionals to meet additional health, medical and personal care needs of individual children.

We work closely with medical practitioners if your child has a health need and will discuss with you a Health Care Plan and administration of prescribed medication. Personal Care is conducted discreetly and with dignity and fostering independence whenever possible.

We also work closely with the School Nurse Service, which provides support for individual pupils with differing needs, and with CAMHS (Child Adolescent Mental Health Services) if your child needs that level of support. We also work closely with Social Care when appropriate.

If necessary, a member of our team will provide either 1:1 or small group emotional and social support. This might be in the form of a nurture group run by our ELSA e.g. for those who are having difficulty accessing learning, or a friendship group for those who are finding social situations more difficult.

Through classroom lessons, opportunities with school e.g. School Council, sport and clubs, as well as small group interventions where necessary, we aim to further develop the self-esteem and social skills of all of our pupils.

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

The SENDCO at Arnbrook is Mr R Maddams. He can be contacted by telephoning school on 0115 9190199 or emailing office@arnbrookprimary.net.

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

At Arnbrook Primary School we have undertaken a wide variety of SEN training both as whole staff and as individuals. Some of this training has been delivered by external agencies and other CPD has been delivered in house. 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.

The SENDCO attends regular Family of Schools meetings to update and revise developments in SEND and Inclusion, as well as taking up any training opportunities relevant to the needs of the school.

All of our teachers are qualified and have undertaken specialist further professional development. This includes Autism specific training and Dyslexia support training. Our Teaching Assistants also have a range of expertise – including British Sign Language, Autism and Dyslexia. We also have a qualified ELSA, who runs a variety of social groups to build better communication and self esteem throughout school. This is not an exclusive list and ongoing professional development is key to ensuring staff of all categories remain updated and skilled.

Throughout the last academic year individual members of the TA team have undertaken a variety of CPD including: ongoing Autism training; ongoing ELSA training looking at supporting children emotionally; training to support children with specific medical needs (such as use of Gastronomy Tube feeds and manual handling; most TAs attended MAPA training.

5. b) What specialist services and expertise are available or accessed by the school?

Addition 3

During the COVID-19 lockdown period, meetings such as Springboard to gain extra services and support (listed below) will still take place remotely. This is also true for moderation of AFN funding for the next academic year. Following local authority guidance, we expect that this should not affect statutory or agreed dates & timescales for review meetings and decisions to be made. There will be no face-to-face meetings, but contact and meetings will be conducted by email, phone and video call/conference. As time progresses there may be potential delays in obtaining professionals' information, professionals who are working differently and being deployed to more frontline roles, and where this may impact on complying with EHCP statutory timescales we will contact families directly. The impact on decision making will happen over time and will be reviewed regularly considering any changes in national guidance.

Termly Springboard meetings will be held at which requests for involvement with pupils from the Educational Psychologist Service (EPS) and Schools and Family Specialist Services (SFSS) including the Communication and Interaction Team, the Cognition and Learning Team and the Sensory Impairment team are made. These requests for referrals are taken back to the teams and decisions are made by the services as to how best to support the school / pupil.

The school makes use of external services, based on the needs of the child in question. We are currently working with the following services as and when is necessary:

- The Educational Psychology Service (EP)

- Therapists including those for Speech and Language (SALT), Occupational (OT) and Physiotherapy (PT)
- Schools and Families Specialist Services (SFSS) – includes those for Early Years, Cognition and Learning, Communication and Interaction, Sensory Impairments and Physical Disabilities
- Health Services including School Nurse, Paediatricians, Health Visitors and Child and Adult Mental Health services (CAMHS)
- Social Care and Local Children’s Centres
- Families Support Services:
- Manual Handling and Disability Access support

Other services and expertise are contacted when required to provide and involve the appropriate support for all pupils.

Parents/carers are part of the discussion around referring for additional support from other agencies and are kept informed about the outcomes of that involvement.

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

Arnbrook Primary School is a single storey building and provides good access for pupils with mobility difficulties and wheelchair users. The school has a range of specialist SEN facilities in place. These are:

Physical Environments:

- Disabled access, ramps, toilet and personal care facilities for pupils with physical disabilities.
- Use of high visibility and contrasting colours along with matt laminated displays throughout school to support visually impaired pupils
- The school has a trim trail that is suitable for children with physical disabilities
- All improvements to the site and buildings include special needs access in the planning stage and individual pupil’s environmental needs will be accommodated wherever possible.

Increased access to the curriculum and assistance during examinations:

- Pupils who meet the criteria for extra time, a scribe, reader or prompter 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?

Addition 4

As a result of school closures caused by COVID-19, those pupils with an EHC plan or identified as vulnerable via other assessments will be risk-assessed by school staff in consultation with: the local authority (LA), parents (where possible), medical experts (where appropriate) to decide whether pupils:

- need to continue to be offered a school place
- are expected to attend in order to meet their needs and/or lessen risks posed,
- can stay at home safely, without undue risk, and have their needs met.

This will be reviewed regularly. Please note: Many children and young people with EHC plans can safely remain at home.

Arnbrook Primary School believes that a close working relationship with parents is vital to enable early and accurate identification and assessment of SEND leading to the correct intervention and provision.

The school follows the graduated response to identifying and supporting children with SEND as outlined in the SEN Code of Practice. We are continually assessing, planning, implementing and reviewing our approach to teaching all children.

Parents are kept up to date with their child's progress through termly reviews, Annual Reviews, Parents' Evenings and an annual full school report. In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs with the class teacher and / or SENDCO. We have an open door policy and parents are encouraged to come in to school whenever they have a question or concern.

At these meetings the pupil's needs and individual targets will be discussed, as well as how these can be supported both at school and at home – each child has a pen profile. Guidance on how parents and carers can help their child achieve the targets given.

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

Addition 5

During the uncertain time of the fight against COVID-19 children with SEN will be sent regular work via Class Dojo. Work will be scaffolded and support will be given from class teachers via Class Dojo to help support those children with SEN. This could be in the form of messages or videos (such as how to guides).

At Arnbrook Primary School we believe it is important to involve pupils themselves in planning and in any decision making that affects them. We actively encourage all children to participate fully in all aspects of school life. This will be part of the review process, giving the pupils the time to share their views about their progress and the provision in place to meet their needs. Arnbrook Primary School encourages the inclusion of all children in the School Council and other consultation groups. Pupils with SEN are always included in decisions that are made within the classroom or with their peers.

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

If a parent or carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the class teacher and / or the SENDCO, who will try to resolve the situation. If you still have concerns then the Head teacher should be contacted. In the unlikely event that a concern is not resolved then the Chair of Governors should be contacted, as per the Complaints Policy.

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?

We work closely with the following to support pupils' needs: Social Care, School Nurse, Community Paediatrician, Physiotherapy, Occupational Therapy, Teacher for the Deaf, Auditory Services, Visually Impaired Team, Physical Disability Support Service – Fountaindale. The school consults health service professionals when needed. The SEN Governor meets regularly with the SENDCO to discuss SEN matters including support received in school, and all governors are kept informed of outside agencies that come in to school through the Head teacher's termly report.

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

Addition 6

During the COVID-19 lockdown period those who were accessing additional services such as social care will still have access to them, albeit remotely and via video or phone conferencing. Services such as SFSS are still offering support to the SENDCO, which can then be passed on to families individually. School leaders will continue to signpost to relevant support organisations for families and check in with parents/carers of vulnerable children.

Arnbrook Primary School SEND Information Report September 2018 10 The SENDCO will give advice to parents and signpost to the 'Nottinghamshire's Help Yourself'. The Nottinghamshire County Council 'Nottinghamshire Help Yourself' is a comprehensive directory of local services, opportunities and access for children and young people with SEN and disabilities. This can be accessed at www.nottshelpyourself.org.uk. Parents/carers can gain advice and support from Parent Partnership www.ppsnotts.org.uk or contact the Independent Parental Special Advice team www.ipsea.org.uk. There are many voluntary organisations supporting SEND, the SENDCO will make these known to parents as and when they are informed of them.

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

a) Join the school setting?

Transition KS1 – KS2.

Transfer to a new school or setting can be an anxious time for both child and parent and we encourage visits to our school before applying. Careful planning is made for all children but for children with SEN or a disability an additional transition plan may be put in place. This will generally include early discussions with the parent/carers, the setting they are coming from and any existing agencies which are providing existing support. Prior to all pupils joining Arnbrook Primary School from our feeder Infant School a transition timetable is followed. This includes several visits to the school, staff from our school meeting with pupils before they arrive, our staff attending review meetings for specific children that occur in the summer term before transition. The SENDCO from Arnbrook Primary School will meet with the SENDCO of the KS1 setting and information about specific pupils will be shared. Pupils with specific needs have additional visits to Arnbrook to allow them to get to know the layout, timetable and staff before they attend the school. A transition book or social story may be written for the child to use at home, this may include photographs of the building, adults working with the child and key times of the school day. When the child transitions to Arnbrook Primary School, a 'buddy or mentor' maybe chosen to support the child initially.

b) Transfer between phases of education?

Transition KS2 – KS3

Addition 7

During the time of COVID-19 lockdown, school will still have contact with secondary schools ready to prepare for transition in the summer term. Contact has been made with secondary schools already and packs for children that are needing extra support and transition will be sent to parents. Meetings between secondary schools, Arnbrook and parents will take place via video conferencing or phone call. Transition (if the situation continues) can be phased in during the autumn term if necessary.

The SENDCO will meet with the SENDCO from the new school prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCO at this meeting. Where necessary the SENDCO will arrange a further meeting and a transition programme will be put in place, where appropriate, to ensure a smooth transition from KS2 to KS3. Teachers of pupils joining from other schools during the year will receive information from the previous school from the previous school; if there is a SEND issue the SENDCO contacts the school to further discuss the pupil's needs and strategies to work with the pupil.

c) Prepare for adulthood and independent living?

In school we aim to prepare all children for adulthood and develop independence to take a full and active part in society.

12. Where can I access further information?

Further information can be accessed from the SEN Policy on the school's website: www.arnbrookprimary.net The information in this report forms a part of Nottinghamshire's help yourself which can be accessed at: http://nottshelpyourself.org.uk/kb5/nottinghamshire/fsd/local_offer.page