



'Nurturing Minds and Aiming High to Succeed and Flourish'

NETHERAVON ALL SAINTS C of E PRIMARY SCHOOL

High Street
Netheravon
Salisbury
Wiltshire
SP4 9PJ

**SEND
School Information Report**

Date Approved:	September 2021
Date of Review:	September 2022
Signed:	File copy signed
Position:	AAB Lead

Netheravon All Saints SEND School Information Report

This report should be read in conjunction with the School SEND Policy



Following the publication of the Special Educational Needs and Disability (SEND) Code of Practice 0-25 years in July 2014, schools are required to publish information about their SEND provision. In Wiltshire this forms part of a Local Offer which provides information and guidance on services for children and young people, aged 0-25, with SEND. Information regarding education, health, social care, preparing for adulthood and leisure can be found on this dedicated website. <https://www.wiltshirelocaloffer.org.uk/>

Within this report, you will find information about how we identify children's needs and the wide range of provision that we offer to support children with SEND.

- 1. What kinds of SEND does Netheravon All Saints make provision for?**
- 2. How will Netheravon All Saints identify and assess my child's needs?**
- 3. How do I contact the SENCo?**
- 4. How will Netheravon All Saints consult with me and involve me in my child's education?**
- 5. How will Netheravon All Saints involve my child in their education?**
- 6. What is Netheravon All Saints' approach to teaching children with SEND?**
- 7. How will Netheravon All Saints match the curriculum and learning environment to my child's needs?**
- 8. How will Netheravon All Saints support my child's emotional and social development?**
- 9. What kinds of expertise and training do staff at Netheravon All Saints have to support my child?**
- 10. How does Netheravon All Saints evaluate the effectiveness of the provision made for children with SEND?**
- 11. How does Netheravon All Saints support children in moving between phases of education?**
- 12. How does Netheravon All Saints involve other agencies to support my child and family?**
- 13. What do I do if I have a concern about my child and the provision being made?**

1. What kinds of SEND does Netheravon All Saints make provision for?

We have experience in supporting a wide range of Special Educational Needs, including:

- Moderate Learning Difficulties
- Specific Learning Difficulties, including Dyslexia, Dyscalculia and Dyspraxia
- Speech, Language and Communication difficulties
- Autism spectrum
- Physical difficulties, including Sensory Processing difficulties
- Social, Emotional and Mental Health difficulties

Our SEND provision is detailed below according to the four categories identified in the Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Within each of these areas we have listed our provision within the three 'Waves of Intervention'. These are:

- Wave 1 – provision in class, our first quality teaching
- Wave 2 – provision for those children who are just below expected standards; those children who need a boost
- Wave 3 – provision for those children who are finding areas of the curriculum or school life difficult and require additional and different support, often on an individual basis. We have close links with external agencies, including Educational Psychology and Speech and Language, where children may require additional assessment and provision

Our 'Communication and Interaction' Provision

	Provision available	Details of provision
Wave 1 provision. Quality first teaching	<p>Modelling correct speech.</p> <p>Ensuring instructions are made clear.</p> <p>Ensuring children understand social rules.</p>	<p>Teachers/TAs model correct speech for children with difficulties.</p> <p>Teachers/TAs ensure that children who find it difficult to understand what is being said/instructions, are given additional support: picture clues, 1-1 additional verbal support etc.</p> <p>Good role models, picture clues.</p>
Wave 2 provision	<p>Nuffield Early Language Intervention (NELI)</p> <p>Speech Sound Assessment</p> <p>Speech & Language Advice Line</p> <p>Social Group</p>	<p>Group and one-to-one sessions delivered by trained TA to target vocabulary, narrative skills, active listening and phonological awareness.</p> <p>The class teacher/TA is able to assess children's speech sounds. This helps to pinpoint difficulties and enable appropriate intervention to be put in place.</p> <p>Advice is sought from the Speech and Language Advice Line. Supporting sheets and activities are sent to enable us to support children.</p> <p>TA supporting groups or individuals who find it difficult to use social rules of communication. Resources such as 'Talkabout' are used.</p>
Wave 3 Provision	<p>Speech & Language Therapist</p> <p>Language jigs, social Stories. Support in Wiltshire School Strategies guidance</p> <p>EMAS (Ethnic minority achievement service)</p>	<p>Referrals are made to Speech & Language, children are assessed and where necessary provided with targets for home and school. Some children may require more intense support and 6-weekly blocks of Therapy is provided.</p> <p>For children, including those on the Autistic Spectrum, to help with social interaction difficulties and social situations.</p> <p>Children with EAL are provided with language support, advice and strategies, home-school liaison</p>

Our 'Cognition and Learning' Provision

	Provision available	Details of provision
Wave 1 provision Quality First Teaching	<p>Appropriate differentiation in class.</p> <p>Classroom aids to help learning.</p>	<p>Differentiation in terms of levels of activities/tasks and support.</p> <p>Including word banks, classroom support mats, additional use of ICT (eg Clicker 7). Use of sloped desks, pencil grips, support seats, coloured overlays and bookmarks. Positioning of child in class (eg. role models, view of whiteboard).</p>
Wave 2 provision	<p>Support groups</p>	<p>Teacher/TA run groups for children who need a boost with phonics, maths, writing etc. Targeted support over a specified time period.</p>
Wave 3 provision	<p>Boosting Reading @ Primary</p> <p>Agency referrals</p> <p>Exercise sessions for children with dyspraxic like difficulties.</p> <p>Individual support</p>	<p>An individual programme to improve children's reading and comprehension skills.</p> <p>SENS, Educational Psychology Service, Speech & Language Service. Children are assessed and advice/recommendations given to school and parents.</p> <p>Exercises recommended by Occupational Therapist/Physiotherapist. TA working with children to help with dexterity, gross and fine motor skills.</p> <p>Teacher/TA support for individual children where appropriate for focused, targeted support in maths, reading, writing, phonics etc.</p>

Our 'Sensory and/or Physical Needs' Provision

	Provision available	Details of provision
Wave 1 Provision Quality First Teaching	<p>Sensory equipment in the classroom</p> <p>Vision impairment</p>	<p>Children with sensory integration issues may use special cushions (eg: disc-o-sit cushion) to sit on.</p> <p>Need to consider positioning in classroom, size of writing on worksheet.</p>
Wave 2 provision	Strategies to improve developmental Coordination difficulties.	Group activities to improve fine and gross motor skills
Wave 3 provision	<p>Strategies to improve developmental Coordination difficulties.</p> <p>Agency referrals</p> <p>Exercise sessions for children with dyspraxic like difficulties.</p>	<p>School and Parent Advice Regarding Kids! (SPARK). Resources and activities to help children. Similar resource available for the Early Years (SPARKY).</p> <p>Occupational Therapy, Physiotherapy and Physical Impairment Service. Advice and recommendations provided. Activities carried out by TA.</p> <p>Exercises recommended by Occupational Therapist/Physiotherapist. TA working with children to help with dexterity, gross and fine motor skills.</p>

2. How will Netheravon All Saints identify and assess my child's needs?

At Netheravon All Saints, we recognise the importance of holistic assessment to inform our practice. We continually assess the attainment and progress of all children. If teachers are concerned about a child in their class they will discuss their concerns with you, the parents and carers. They will also liaise with the SENCo. Teachers meet with the SENCo three times a year to discuss any children causing concern and any provision being made for them. We use the Wiltshire Graduated Response to SEND Support which gives us guidance on the four categories within the SEND Code of Practice and placing children on the SEND Register. Our system of monitoring pupils with SEND is as follows:

The child has an Education, Health and Care Plan (EHCP) for greater difficulties (the equivalent of the previous 'Statement'). The school Target Action Plan will be reviewed 6 times a year to monitor progress.



The child is receiving support which is additional to and different from the rest of the class, often individually. They may receive assessment and support from external agencies. A Local Authority My Support Plan will be opened and reviewed 3 times a year. In addition, the School Target Action Plan will be reviewed 6 times a year



The child is receiving additional support. A School Target Action Plan will be completed detailing support and SMART targets. This will be reviewed 3 times a year with parent and child.



**The child is showing a concern.
The class teacher will complete a concern sheet.
The parents and child will have been involved in previous discussions.**

The Class Teacher carries out informal and formal assessments throughout the year to monitor the progress of your child.

Children may require support from external agencies, such as Educational Psychology, Wiltshire's Special Educational Needs Support Service (SENS), Speech and Language or the School Nurse. We work closely with many agencies and the advice and recommendations are included within your child's additional support programme. Interventions are carefully considered and put in place where necessary to help your

child with their area of difficulty (See Section 1). Assessments may then be repeated following an intervention to enable us to identify how much progress has been made.

If your child has a higher level of need, the Local Authority may provide additional support and funding in the form of an Education, Health and Care Plan (EHCP). Again, your child's progress is continually monitored and additionally, an Annual Review meeting will be held to review their needs.

3. How do I contact the SENCo?

The SENCo is Mrs Lynda Meynell who can be contacted via the School telephone number (01980 670339) or alternatively parents can make an appointment at the office.

4. How will Netheravon All Saints consult with me and involve me in my child's education?

The Code of Practice 2015 emphasises the expectation of parental involvement in discussions of the child's provision and review of their progress.

At Netheravon All Saints, where there is a concern about your child, the class teacher will discuss this with you.

If there is a need for additional support to boost your child's literacy or numeracy for example, a school Target Action Plan will be completed and discussed with you. This will be reviewed three times a year.

If your child continues to make inadequate progress, a local authority 'My Support Plan' will be completed with you and your child and again, this will be reviewed three times a year with the class teacher and SENCo.

If your child has an Education, Health and Care Plan Annual Review meetings will be arranged with the class teacher, SENCo, and any professionals involved with your child. Your child's progress against individual targets will be reviewed and any further provision will be discussed. Discussions at each stage will involve how you, the parent, can help with supporting your child.

If your child is not receiving SEN support and you are concerned, please contact your child's class teacher in the first instance.

At Netheravon All Saints, we have an open-door policy. You are always welcome to make an appointment to speak to your child's class teacher should you be concerned about anything. Our ethos embraces the importance of home-school communication. We all strive for the same outcome – the best for your child.

5. How will Netheravon All Saints involve my child in their education?

At Netheravon All Saints we aim to involve your child throughout their education, we will discuss your child's individual targets with them and involve them in the process. We celebrate the child's successes within class and within school assemblies.

For children with a school Target Action Plan, we will involve them in decisions about their interventions and their progress. We will discuss with them what is working well and what is not working so well.

If your child has a 'My Support Plan' they will be involved in reviewing their progress towards the outcomes we wish to work towards. For children with an Education, Health and Care Plan, the child will always be involved in sharing their views within the Annual Review process. If appropriate, the child may be invited to take part in the Annual Review Meeting.

As well as the above, some children will have a 'one page profile', which is a short A4 page document detailing their interests and strengths. The aim of this document is to inform anyone working with the child how they can be supported within the classroom.

6. What is Netheravon All Saints' approach to teaching children with SEND?

At Netheravon All Saints we have high expectations and aspirations for all children, including those with SEND. We are an inclusive school and all children are given equal opportunities and access to the stimulating, broad and balanced curriculum which we offer. Teachers differentiate the curriculum so that all children access learning at their own levels. All children have opportunities to work with others of different abilities within their class. They are all involved in evaluating their work and discussing the next steps in their learning.

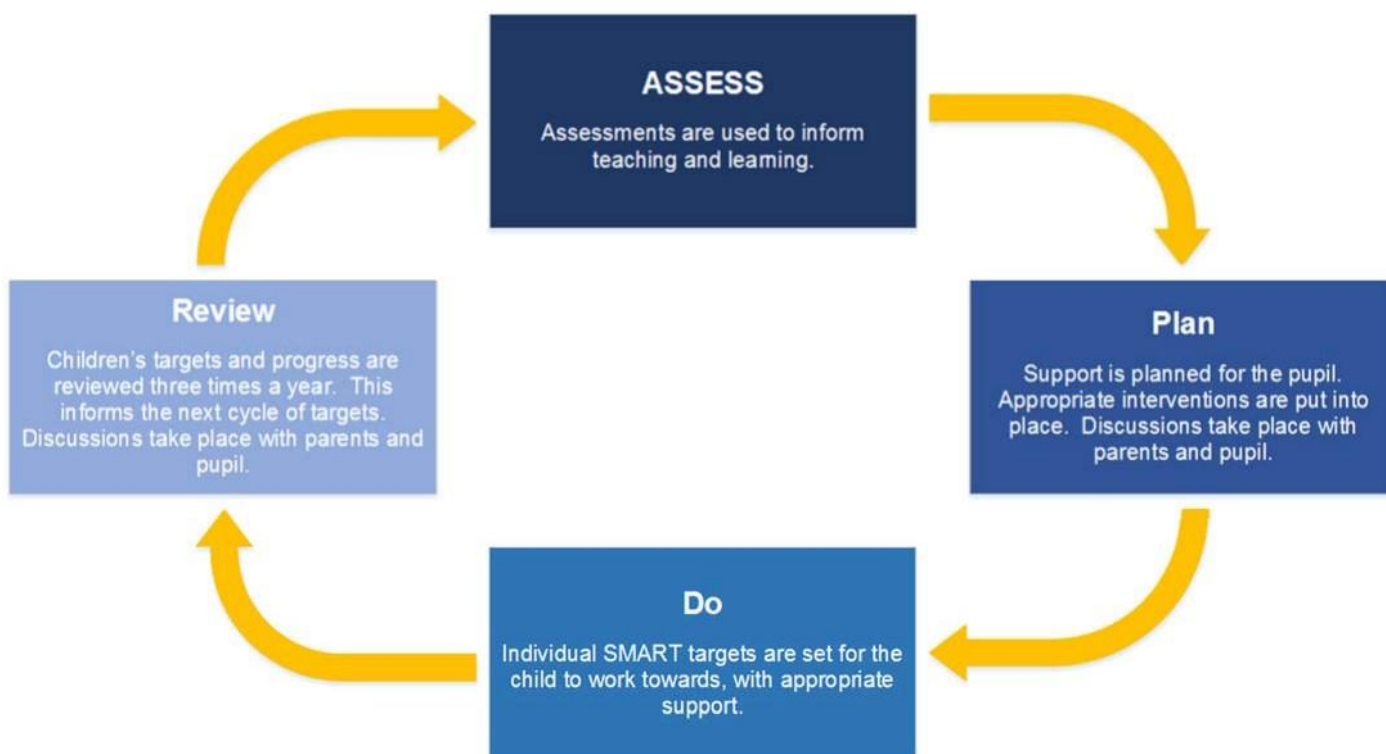
There is an expectation that Quality First Teaching is the first response to meeting the needs of all pupils. For children who experience greater difficulties, we provide a range of interventions which are carefully tailored towards the child's needs (See Section 1). The aims of the interventions are to assist the child in their work in the classroom. For children with more complex needs who may have an Education, Health and Care Plan, the curriculum will be carefully planned towards their individual needs and regularly reviewed to ensure they are meeting their targets and working towards the outcomes agreed for them.

Extra-curricular activities are open to all children. We provide a range of clubs, both at lunchtimes and after school. A wealth of sports activities take place throughout the year, again for all children irrespective of their academic abilities.

7. How will Netheravon All Saints match the curriculum and learning environment to my child's needs?

At Netheravon All Saints we ensure that all children, including those with SEND, have access to high quality teaching, appropriately differentiated to meet their needs. Our teaching assistants are trained to deliver specific interventions and, of course, support children in class. Some children require physical adaptations, such as those detailed in Section 1 of this document. Click here to view the [Accessibility Plan](#).

Those children who receive support which is 'additional to and different from' that provided in the classroom have individual school Target Action Plans detailing the provision being put in place for their learning. A cyclical four-stage process is used, as detailed in the Code of Practice 2015.



Parents of children with an Education, Health and Care Plan may have a personal budget through which allocation of support will be made. The above cyclical four stage process will be put into place and recorded in the child's personal 'My Plan'.

8. How will Netheravon All Saints support my child's emotional and social development?

At Netheravon All Saints we continually celebrate children's achievements in class and in whole school assemblies. We use reward systems to acknowledge children's successes both in work and in their social skills. We use a range of strategies and interventions to help children who experience difficulties at times in their social development (see section 1).

Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school – anyone who knows that bullying is happening is expected to tell a member of staff who will ensure that our anti-bullying procedures are followed. [Please see out Anti-Bullying Policy.](#)

9. What kinds of expertise and training do staff at Netheravon All Saints have to support my child?

We are fortunate to have a range of provision delivered by trained teaching assistants and teachers. Teaching Assistants are trained in the interventions detailed in section 1.

Interventions and support for children with SEND is continually evaluated. We ensure that our expertise is continually updated with our staff attending courses to update their knowledge. Staff are trained in new interventions which we see as beneficial to our children's needs.

10. How does Netheravon All Saints evaluate the effectiveness of the provision made for children with SEND?

The impact of interventions is measured as far as possible through quantitative and qualitative means. We carry out assessments before and after interventions which inform us of the progress your child has made.

The SENCo meets with teachers three times a year to discuss each child's provision and review targets.

The SENCo meets with the SEND Governor regularly to discuss all areas of SEND within the school, the impact of interventions and progress made. An annual report is also submitted by the SENCo to the Governing body.

11. How does Netheravon All Saints support children in moving between phases of education?

Children can find transition from one class to another and from one school to another very difficult. Children with SEND can find this particularly challenging.

Moving Classes: When children with SEND move classes, we ensure that visits to their next class, and visits from their new class teacher take place in plenty of time, in order to allay any fears or worries the child may have.

Joining our Reception Class: When children join our school in Reception, our Reception teacher will either make a personal visit to the children's preschool or a phone call. Visits are organised for children to come into school in a group prior to starting. The Reception teacher will hold a one-to-one meeting with parents to ensure that we have all the necessary information to make this transition as smooth as possible. All children are given photos of the school in their Welcome guides to help prepare them for school. Some children, particularly those on the autistic spectrum, may benefit from having additional support in the form of additional visits. All children begin in a small group and on a part-time basis for a few days to help them settle in more quickly. Careful consideration is given to those children who may find full-time education more difficult.

Children at Avon Small Saints Pre-school, on site, are invited to our school productions and often make use of school facilities such as the field, to acquaint them with the environment. Our Reception teacher has regular contact with the manager of Avon Small Saints and during the summer term the children due to join the school will visit on a weekly basis.

Joining the school in different classes: Since approximately 39% of our children are from Service families, we have children joining and leaving us throughout the year. We ensure the children settle as quickly as possible and have 'buddies' to show them around the school and help them with the school routines.

Transferring to a new school: A child with SEND may find it particularly difficult moving to a new school, whether this is at the end of year 6 or in other year groups. We provide transition support for those pupils in year 6 transferring to secondary school. Sessions are held to help children find out about the school, discuss their worries and excitements and prepare them for moving on. Visits to Secondary Schools are arranged and additional visits can be organised if necessary. We ensure transition packs are completed for the new schools, ensuring all information is passed on. Secondary support staff also make visits to the school to meet the children who will be joining them in September.

For children moving to a new school from other year groups, we ensure information is passed to parents or sent to their new school. If necessary, telephone calls are made to the SENCo at the next school to help with the transition period.

For children with My Support Plans and Education, Health and Care Plans, transition meetings will be held with parents and other professional agencies, to ensure a smooth move to the new school.

12. How does Netheravon All Saints involve other agencies to support my child and family?

At Netheravon All Saints, we work closely with a wide range of agencies in order to provide assessments and support for your child. We can make referrals to many external agencies, including:

- Educational Psychologists
- Speech and Language Therapists
- Advisory teachers from the Special Educational Needs Support Service (SENS)
- Occupational Therapists
- Paediatricians
- Physiotherapists
- The Sensory Impairment Service
- Child and Adolescent Mental Health Service (CAMHS)
- Ethnic minority achievement service (EMAS)
- Social Services
- Behaviour Support

13. What do I do if I have a concern about my child and the provision being made?

If you are concerned about anything regarding your child, we encourage you to see your child's class teacher in the first instance. Should you wish to discuss your concerns further, you could make an appointment to see the SENCo, Lynda Meynell. [Please see our Complaints Policy and Complaints against Curriculum Policy.](#)