

Nythe Primary & Nursery School
Annual Report to Parents on the Implementation of the **Special Educational Needs / Disability Policy and Accessibility Plan 2019-20**

Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that we follow to meet the needs of children.

The Code describes a graduated approach that recognises that children learn in different ways and can have different kinds of SEND. Support and specialist expertise is put in place, as appropriate, to help overcome the difficulties that a child may have. If further support is required, the school may request a statutory assessment of special needs, which may result in an Education, Health & Care Plan being put in place.

There are 4 areas of special educational need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Nythe Primary & Nursery School is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude an individual pupil, or groups of pupils. We ensure that pupils with SEND have the same opportunities as other pupils to benefit from the education and opportunities our school provides.

We never treat a pupil with SEND less favourably than others because of the nature of his / her need or disability. We will make all reasonable adjustments to ensure that a pupil, parent or member of staff with disabilities is not placed at a disadvantage. We do our best to anticipate the needs of a pupil, a parent or staff member with disabilities before he / she joins the school. At Nythe, we are continually striving to improve the opportunities for all our pupils, including those with SEND. This includes regular monitoring and review of the curriculum and the physical environment in which the children learn.

Nythe SEND policy was reviewed and updated in January 2021 and is awaiting ratification by the Governor. The policy is available on the school website. Paper copies will be available to parents from the office free of charge. The SEND policy should be read in conjunction with this report.

- SENCo: Mrs Jenni Akroyd
National Award for SEN Coordination achieved September 2015 – Reading University
Tel: 01793 524024 or email via the school office: admin@nythe.excalibur.org.uk
- SEND Governor: Mr Luke Martin (changed to Mr Ben Clare November 2020)

Key events of 2019-2020:

- Excalibur carried out a whole school SEND Audit in November and a positive report was received.
- A dedicated intervention room was set up and is accessed by children from Y1 – 6.
- A successful SEND Capital Funding bid led to the creation of a sensory room in the Nursery. Due to lockdown and Covid restrictions, the fitting out of this room has been delayed but it is currently in use as a quiet / calming space for all nursery children.
- Covid restrictions meant that a number of children were not in school for a significant period of time. Staff ensured children were supported with home learning and children with high needs were given bespoke packages of work.

Number of pupils with SEND

	November 2018	November 2019	Nov 2020
SEND Support	21	21	19
Statement / EHCP	4	3	4
Total	25	24	23
% of school roll	15%	13.3%	12.8% (Excl. nursery to give comparative data)
<i>It is important to note that the school roll overall has increased but the numbers of children with SEND have remained stable.</i>			

It is not appropriate to give a breakdown of children's primary areas of need, as has been done in previous reports, as this may lead to the identification of individual children.

There are currently no children looked after (CLA) at Nythe.

Assessment and Provision

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during their pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Children with SEND are identified by one of three assessment routes; all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at pupil progress meetings, three times a year. Where children are identified as not making progress in spite of Quality First Teaching, the class teacher uses the Needs Checker and Universal Provision Checklist in the Core Standards. The class teacher and SENCo will look at these together and a plan of action agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental concerns seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the Core Standards are followed and appropriate provision is put in place.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Although the school can identify special educational needs, and make provision to meet those needs, we are not able to offer diagnoses. Parents are advised to contact their GP if they think their child may have a particular condition such as ASC or ADHD, or some other disability.

All pupils identified with SEND are on the school SEND register which is reviewed and updated at least three times a year. Individual Provision Maps (IPMs) are regularly updated by class teachers and the SENCo for all pupils on the SEND register. Parents and children are fully involved and are invited to discuss SEND provision and progress with the class teacher at least three times a year. Children with complex and / or high needs also have a 'one-page profile'. Children, wherever possible/appropriate, contribute towards their individual provision maps and one page profiles.

DC Pro is used to track the progress of all pupils at Nythe. The SENCo tracks all pupils with SEND with regards to both their general data and assessments undertaken at the start and end of intervention periods. All assessments are recorded on children's individual provision maps and next steps are planned in collaboration with class teachers and TAs, based on those assessments.

The Governing Body monitors the progress and attainment of SEND pupils alongside the progress and attainment of all children.

Teaching and Learning

We believe that children learn best with the rest of their class. We aim to provide sufficient support to enable children to reach their challenging targets, but without developing a learned dependence on an adult.

The school provides a range of interventions, recorded on provision maps, which are reviewed at least three times a year. Interventions are often crucial in closing the attainment gap between children at SENS and their peers and are monitored closely by class teachers and the SENCo. Interventions provided include precision teaching for reading and spelling, speech and language, phonics, sensory time, building social skills, sentence construction, SPARK, pre-teaching and over-learning, and in-class support for children with higher needs funding /complex needs.

Comparisons with national data is mixed and not particularly helpful due to the low numbers in each cohort at Nythe (ISDR data for SEND is suppressed). The vast majority of children with SEND make steady or good progress from their starting points.

Budget allocation 2019-20

We are unable to provide this information currently but will rectify this as soon as possible

Total income to the school's budget allocated specifically to SEND	
Additional funds for exceptional needs secured through SENRAP (SEN Resourcing and Assessment Panel).	
Total Income for SEND	
The total overall budget spent on SEN including additional finance from AWPU	

Deployment of staff and resources

- 4 children were supported 1:1 by teaching assistants using additional high needs funding through SENRAP
- 1 child was on a bespoke timetables accessing additional provisions such as ARC.
- Other teaching assistants supported individuals according to need outlined in Individual Provision Maps (IPMs).
- A TaMHs worker was employed to support children with social, emotional and mental health difficulties.
- The Learning Support Mentor supported children with SEMH needs.

External Agencies

We have worked in partnership with, and/or sought advice from, a range of external agencies / alternative provisions including:

- Educational Psychologists (paid for by school through traded services in addition to statutory work)
- Social, Emotional and Mental Health (SEMH) Team
- Advisory Teacher for Physical Disabilities
- Advisory Teacher for Assistive Technology
- Speech & Language Service
- SENDIASS

- Social Care team
- School Nurse
- TaMHs (paid for by school through traded services)
- Occupational Therapy
- Physiotherapy
- Community Paediatricians
- Swindon Ten to Eighteen Project (STEP)
- Autism Resource Centre (ARC)
- ASC Advisory Service
- ADHD Specialist Nurse

Transition arrangements

- Transition arrangements were slightly different this year due to Covid restrictions.
- Reception staff offered 'garden visits' to the families of children joining reception to ensure a smooth transition for children when starting school.
- Where possible, the SENCo met individually with parents of new children with SEND to discuss needs and support available. Where this was not possible, due to Covid restrictions, communication was via email and telephone conversations.
- The Y6 teacher / Nythe SENCo spoke with staff from local secondary schools to discuss individual needs.
- The SENCo always contacts previous schools for any children transferring with SEND concerns.

Staff Development

In general, our teaching assistants have significant experience and hold professional qualifications. The vast majority of staff are Team Teach trained.

Staff receive regular training through TD days, staff meetings and TA meetings on meeting the needs of children with SEND. As set out in the Code of Practice, class teachers are responsible for meeting the needs of all the children in their class.

- Whole staff training:
 - Core standards
 - Individual provision maps
 - Annual medical training – care plans, epilepsy, anaphylaxis, asthma
 - Dyslexia friendly school updates

Young Carers

- TA Meetings included training on the following:

Phonics

Dyslexia friendly school strategies

Assessment of ongoing interventions

- Individual teaching assistants and teachers attended:

BRISC Speech & Language Training

The Literacy and Dyslexia SpLD Professional Development Framework

NASEN mini guides and training accessed online during lockdown

- SENCo attended:

Annual SENCo Conference

SEND Forums, SENCo Network meetings and Early Years SENCo Network Meetings

Wellbeing Course for SENCOs (SEMH Team)

Bereavement Support for Children & Young People (Wiltshire Treehouse)

The Right Help at The Right Time (Social Care)

Mental Health – Recognising and Managing Anxiety in the Covid Age (Excalibur TSA)

The SENCo is a member of the Swindon SENCo Champion group which meets regularly, and also sits on the SENRAP Panel at least 3 times a year. SENCo 'drop-ins' are also held several times a term which any member of staff may attend.

Swindon's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25.

Details of Swindon borough Council's Local Offer can be found at:

<https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/swindon-send-local-offer/>

Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents/carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equality of opportunity for disabled pupils that identifies how to improve access to facilities and the physical environment of the school, as well as the curriculum and information for pupils.

Disability Duty

Nythe Accessibility Plan 2019-22 was approved by Governors on 27.3.19 and will be reviewed in **Spring 2021**. The plan is available on the school website. Paper copies will be available to parents from the office free of charge. The Accessibility Plan should be read in conjunction with this report.

- **Nythe Equality Policy was reviewed and ratified by Governors in September 2018 and is currently under review.**

Numbers of children/young people with disabilities and medical needs within the school

- Staff are made aware of pupils with medical needs via staff briefings and class lists produced by the school office. Photographs of the children with a summary of their needs are clearly displayed. This is amended annually by a member of SLT and the office staff and updated immediately if a child with a medical need / disability joins the school part way through the year. All staff are informed of any updates / changes as they arise.
- All children with medical needs requiring support within school have an individual health care plan. The school nurse will have consulted with parents and the school staff will receive any necessary training.
- Care plans are reviewed and updated annually, or as needed, and copies are kept in teachers' locked cupboards / filing cabinets as well as in the school office.
- The school liaises with the school nurse to write care plans for new pupils entering the school.
- There are currently 8 children in school that have an individual health care plan.
- 14 children are on the school asthma register and have a relief inhaler in school.
- All staff attend an annual asthma / epilepsy / epipen training session run by the school nurse to ensure they are able to support pupils with the most common and severe medical needs.
- **The Policy for Supporting Children with Medical Needs was reviewed and ratified by Governors in January 2019.**

Steps taken to prevent disabled pupils from being treated less favourably than other pupils

- Nythe Primary School endeavours to meet the needs of all its pupils by taking positive action to ensure equality of educational and social opportunities.
- The school is committed to fulfilling its obligations as required under the Disability Discrimination Act 1995. The school is accessible for children and adults with disabilities.
- The school works closely with advisory teachers and therapists to ensure all reasonable adaptations can be made.

Parents and Carers involvement in the provision for pupils with special educational needs, and of those with disabilities and/or medical needs.

- All staff will work closely with parents / carers of pupils with special educational needs, and those with disabilities and / or medical needs.
- Parents are invited to all reviews (IPMs / Annual and Interim Reviews) and have the opportunity to meet with class teachers at least three times a year to discuss their child's special needs.
- Meetings will be arranged wherever possible to meet the needs of these parents.



The Swindon SEND Information, Advice and Support service is a free service for parents offering confidential impartial support and advice around all aspects of SEND. They help parents and carers to make informed choices based on knowledge of their rights

and responsibilities.

Contact details: SIAS@swindon.gov.uk Tel: 01793 466515

Complaints

- Informal stage: Any person who has a complaint should first try to resolve the matter through discussion with the Head Teacher and other relevant staff.
- Formal Stage: If attempts to settle the complaint informally have failed then the complainant should put the complaint in writing and send it to the Clerk to Nythe Governing Body. If the issue is still unresolved then a letter may be written to the Director of Children's Services.