

Frederick Nattrass Primary Academy is a mainstream school which celebrates working with children who have lots of different strengths and experiences. We strive to support all children to enable them to achieve their full potential in all areas of their school life. In order to do this many steps are taken to support all of our pupils through their learning journey. Quality teaching is vital to achieve this and staff work hard to thoroughly understand the needs of each individual child in their class to ensure that they can appropriately meet their needs. However for some children there are occasions when additional support, which is different to that available to pupils of the same age, may be needed to help them achieve their targets. This support is provided by a wide range of staff, both from within and outside of the school, depending on the needs of the individual child at that time and is co-ordinated within school by the SENCo, Mrs Gardiner. On this webpage we detail the SEN provision which we have in place in this academy. To find out more about the provision made by Stockton Local Authority please use this link <http://www.stockton.gov.uk/childrenandyoungpeople/...>

The impact of our efforts and practice with children who have Special Educational Needs is that almost all remain in mainstream provision, with an appropriate level of support, until the end of Year 6. No child is ever turned away and we strive to adapt our practice and setting to accommodate even the most complex of needs. If any parent is unsure about whether their child will be able to access a mainstream school they are asked to contact the Principal to view the school and discuss their concerns.

There is also support available for parents through the SENDIASS Team.

Contact Caroline Fell on Caroline.Fell@stockton.gov.uk

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What are Special Educational Needs?

Special Educational Needs, or SEN, is a term that is used to describe pupils whose learning difficulty or disability calls for provision which is different from, or additional to, that normally available for pupils of the same age. These needs may include support with one or more of these areas of development; communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical. These additional needs may exist for a short time or throughout a child's educational life. An individual child's special needs may be identified before a child has been entered school or they may come to be recognised at a specific point in their education.

What are the different levels of Special Educational Need?

There are 2 levels of SEN which are recognised nationally; SEN Support (where support is provided within school as planned by school staff) and those with an Education Health and Care Plan (where support is provided by several different services as directed by the Local Education Authority). If your child is recognised as having SEN at either of these levels this will be as part of a collaborative approach between yourselves and school professionals, and you will be kept informed throughout this process.

How do I know what support my child will be receiving?

The school keeps a register of all of the children who are receiving additional support as a result of having SEN. We keep details of the level of SEN (SEN Support or Education Health and Care Plan) area of need and provision which has been put in place. To plan provision for SEN Support children the class teachers write an Individual Education Plan (IEP) alongside parents/carers and the children. The details of the first IEP each year will be finalised at Assertive Mentoring meetings in the Autumn Term and parents/carers keep a copy to support them helping children at home. IEPs are then reviewed and shared with parents termly. For children who need a higher level of specific support the school make an application for an Education, Health and Care Plan to the Local Authority and the child is assessed, parents/carers consulted and the child's needs considered before recommendations are made.

How does my child share their views about their needs?

Through the Assertive Mentoring meetings children are provided with an excellent opportunity to share their opinions and feelings about their learning and experiences at school. These are key to informing all target setting. The current situations (regarding academic progress, behaviour, attitude, uniform and PE kits) is demonstrated through green, yellow and red highlighting on the Assertive Mentoring front sheets. Following interventions children are asked to share their ideas about what has worked well and how they feel they could be further supported in order to ensure that we are meeting the needs of pupils fully and providing the highest quality support.

Who might help my child to meet their needs?

Specialist Service	Area of Need	Method of Referral	Possible Format of Support	Review Process
Educational Psychologist	<ul style="list-style-type: none"> - Cognition and Learning - Communication and Interaction -Sensory and/or physical 	via SENCO	<ul style="list-style-type: none"> - Observations and assessments to inform advice - On going meetings where needed - Provide training to staff 	Following implementations of recommendations the impact is analysed half termly
Speech and Language Therapists	-- Communication and Interaction	via SENCO or via NHS (ie health visitor)	<ul style="list-style-type: none"> - Assessment of needs - Ongoing therapy - Planned reviews 	SENCO is in regular discussions with Therapist. Children reviewed on individual basis
CAMHS (Child and Adult Mental Health Services)	<ul style="list-style-type: none"> - Cognition and Learning - Communication and Interaction - Social, emotional and mental health difficulties 	via GP	<ul style="list-style-type: none"> - Assessment of need - Diagnosis of some SEN - Support and advice to school to help meet needs - Ongoing support to parents/pupils 	Timelines dictated by CAMHS

Occupational Therapy	- Sensory and/or physical needs	via SENCO	- Activities prescribed to be conducted at school/home	Any planned session are usually for a set number of weeks and include planned review times.
School Nurse	- Sensory and/or physical needs	Via SENCO/PSA	- Provide advice and further referrals	Reviewed as needed

In addition to these external support services the school also runs two Nurture Classes.

Specialist Service	Area of Need	Method of referral	Possible formats of support	Review Process
A Place to Be	- Social, emotional and mental health difficulties	SLT/ PSA Self referral	- Individual counselling - Group support - Parental support	As assessed by counsellor in conjunction with school staff
Behaviour Consultant	All areas	SENCO	- Observations - Staff support - Consultation with parents	Each piece of work is specific to the needs of a child

How will I know if my child is making progress?

The progress of children who are receiving SEN support is reported to parents in the same way as for all other children. Parents are encouraged to discuss progress at Assertive Mentoring meetings with the child's class teacher. This is also an opportunity for school staff to feedback the outcomes of intervention work and the next steps which have been planned. Where a child is working with an external agency parents are usually invited to some initial discussions with the relevant professional and receive feedback. This information is also provided to school so that staff can work with parents to implement recommendations. The effectiveness of provision is measured using assessment data which is gathered before, during and after the provision takes place. This information informs future provision for that specific child and also future provision for other children.

All children on the SEN register also have their own Personal Learning Plan (PLP) which is written and renewed on a half termly basis. You are encouraged to contribute to and sign this and support your child at meeting their targets at home.

Staff are always keen to speak to any parents or carers about their child's progress. Feel free to come and book a time to do this.

What approach does the school take to teaching SEN pupils?

The school aims to provide a high quality of teaching for all pupils with the aim of removing barriers learning. Within classrooms differentiation is put in place to ensure that all pupils are challenged and supported to make progress. This may involve provision of additional aids (both learning and physical), additional support or differentiated tasks.

For some areas of the curriculum, children are grouped by their academic ability rather than their age. This is done with careful planning to ensure that their social needs are supported. This mode enables teaching of specific skill to be targeted in order to make rapid progress.

In addition to this intervention support is also put in place (either 1:1 or group work) to meet specific identified needs.

In situations where the provision within school, delivered by both school staff and external professionals, is judged to not be meeting the needs of a pupil then additional support is sought, in conjunction with parents and Stockton LA, in an alternative placement, either within the Local Authority or externally.

How will my child with SEN be supported to successfully move on?

When children move between EYFS, KS1, KS2 and KS3 (Secondary School) the school put additional support in place to ensure that children's needs are met and progress is maintained. Details relating to each stage of transition can be found in the academy's transition policy. For some pupils with SEN the normal transition process will be sufficient to meet their needs and ensure continuity of progress (both academic and social). For some pupils they will require some enhanced transition and this is planned on an individual basis alongside the pupils, their parents and Secondary colleagues. Examples of previously successful strategies include additional visits with specific focuses, opportunities to meet key members of staff and buddy systems with older pupils.

When a pupil transfers between schools mid key stage, we plan a personal process to meet the needs of that specific child. This may include extra visits and work to ensure that key information is passed on.

How are lessons adapted to meet the needs of SEN pupils?

Staff in our school work hard to plan lesson and learning opportunities which meet the wide range of needs of all of the pupils in our school. Staff use their knowledge of children's Special Educational Needs to ensure that work is both challenging and accessible. Different tasks, specific strategies or additional resources may be used to help children achieve their potential. Also teaching or support staff may be directed with a specific focus to work with individuals or groups of children. Planning is reviewed on a daily basis to ensure that we are meeting the needs of all pupils.

We pride ourselves in working on an individual basis to identify and meet the needs of each pupil in our setting.

How is the learning environment adapted to meet the needs of SEN pupils?

All areas of the main school building are accessible to pupils with physical disabilities and a hearing loop has been installed to support individuals with additional hearing needs. We support families in ensuring that all facilities and areas of the curriculum are accessible to children and family members with SEN. Within classrooms there are consistent strategies and routines which are in place to ensure that all children feel comfortable and secure and able to learn (such as visual timetables and pictorially labelled resources).

How are staff trained to meet the needs of SEN pupils?

All staff receive regular training to help them meet the needs of all pupils. We plan this training based on the needs of pupils in our school at that time and training may include whole school training courses or for specific members of staff or less formal opportunities to learn. The SENCO works with all staff across the school to make sure that they are supported in meeting the needs of all pupils. Staff are also supported by specialist external agencies where more specific needs are identified.

How does the school plan to develop children social and emotional skills?

We recognise that for learning to take place, children need to feel secure, safe and happy in their learning environment. The school plans social and emotional support for all pupils through the PHSE element of the curriculum.

Class teachers make themselves available to meet with pupils and parents/carers to support any social and emotional needs. A member of the leadership team is always available on the door in the morning to discuss any concerns too. Children can self-refer to a place to talk at any time.

In addition to this, where it is assessed as necessary, we deliver some intervention work within school (through interventions such as Social and Emotional Behaviour Support and RTime) and also work with specialists to conduct more specialist assessments and deliver programmes.

How does the school ensure that pupils with SEN can access all opportunities?

Our school is inclusive and we pride ourselves on encouraging all pupils to engage fully in both curricular and extra-curricular activities. When ensuring that all situations can be accessed fully by the pupils involved we consider the SEN of those pupils and plan strategies accordingly to ensure that the situations are accessible, safe and enjoyable for all pupils. These strategies are wide ranging from use of social stories to prepare pupils for change, to provision of additional/specifically trained adults in certain situations.

If you are concerned about an area of the curriculum which your child is not able to access then please come and speak to us.

How is the effectiveness of SEN Support evaluated?

The progress of all pupils is reviewed on a half termly basis. At this point the SENCO reviews the progress of all SEN pupils. This enables us to identify strategies which have been successful or unsuccessful for individuals and groups of pupils. With this information we can plan future support for individual children and plan and deliver specific, additional support and training for staff. We also work with pupils and their parents/carers to review their viewpoints with regard to support and address any issues which arise.

One of the Governors is also tasked with evaluating the SEN provision. They meet with the SENCO on a half termly basis to review progress and check that appropriate provision is in place.

How can you let us know if you are concerned or have a complaint?

We work hard to actively seek feedback on the provision which we provide to ensure that we are providing the highest level of support (for both our pupils and their families) possible. If you have a concern we would really like to hear from you in order to resolve this as quickly as possible.

The first person to speak to is your child's teacher. If you feel that you need further support then Mrs Gardiner/Mrs Wright or a member of the leadership team.

If you feel that you cannot speak to a member of school staff, or you feel that your complaint has not been resolved then please direct this concern to the Chair of Governors. Stockton United for Change and Parent Partnerships are organisations which support parents/carers of pupils with SEN.