



Nailsea School

# **SEND Information Report School Offer**

Headteacher Mrs D. Elliott

## **Nailsea School SEND Information Report: School Offer**

At Nailsea School we strive to support all our children and enable them to reach their full potential. We welcome students with special educational needs (SEND) as part of our community and we aim to ensure that all students have equal opportunities and access to engage in a broad and balanced curriculum.

Some of our students will need additional support to ensure access to the whole curriculum. To achieve this we work in partnership with parents and carers, valuing their views and contributions and keeping them fully involved in their child's education. The student is also involved, where possible, in decision making about their support. We believe that the effective education of students with SEND can only be achieved through a whole school approach endorsed enthusiastically by all staff.

We provide for many kinds of SEND including:

- Attention Deficit/Hyperactivity Disorder (ADHD)
- Aspergers Syndrome and Autistic Spectrum Disorder (ASD)
- Cerebral Palsy
- Dyslexia
- Dyspraxia
- Emotional and Behavioural Difficulties
- Hearing Impairment
- Speech and Language Difficulties

In the event of there being a greater demand for admission than there are places available, a child with an Educational Health Care Plan which names Nailsea School will always be admitted.

### **How accessible is the school environment?**

Nailsea School is a two storey building and is fully accessible to students with SEND. For students with access restricted by physical needs there are two lifts between floors.

Benches have been put around the site to provide resting points for anyone with mobility restrictions.

Disabled toilets are found on each floor.

There are disabled parking bays at the front of the building.

The dinner hall, assemblies, outside recreation spaces, intervention and special support rooms and also the entrance are all accessible without stairs or via lifts.

We will always do our best to meet individual need, and we are always happy to discuss individual access requirements.

### **Who are the best people to talk to at Nailsea School about my child's educational difficulties and/or Special Educational Needs?**

#### **How can I talk to them about my child if I need to?**

In the first instance if a parent has any questions regarding their child's provision or progress the appropriate person to speak with is the tutor who can be approached via the school office, school email address (nailsch@nailseaschool.com), letter or telephone call (01275 852251).

Parents and teachers are also able to request for the SENCo to be present at a follow up meeting if they feel that the situation requires this.

If the child has already been identified as having special needs or the parent wishes to speak with the SENCo on this or any matter a direct appointment request can be made via the school office, school email address, letter or telephone call.

### **How will Nailsea School staff support my child? Who will support my child?**

All students at Nailsea School will receive quality, differentiated teaching that supports and challenges and is matched to individual needs.

Subject teachers check on the progress of your child and identify, plan and deliver any additional help your child may need (this could be things like targeted work, additional support, adapting resources, intervention groups etc..) and discuss amendments with support staff or the SENCO as necessary.

We ensure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.

We ensure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

We ensure that the school's SEND Policy is followed in the classroom and for all the students with any SEND.

We aim to boost self-esteem and concentrate on the strengths of our students.

We do this in various ways:

By offering differentiated tasks

By using differentiated materials

Learning Support Assistants in some classes

Encouraging the use of the word processor for class work and homework

Allowing extra time for tasks, tests and homework where appropriate

Being flexible about the way tasks are presented – e.g. using mind maps, concept maps or diagrams

Appropriate concessions for exams

A selection of these will be used as appropriate.

We aim for inclusion within mainstream classes wherever possible

### **Teaching and Learning Support Assistants**

Two teaching assistants, assisted by one learning support assistant, are specialists in literacy and numeracy and offer small group and one to one tutorials to boost comprehension skills and raise attainment. Learning Support Assistants are generalists who work across the curriculum. All of the team support a range of Special Educational Needs and work with both Key Stage Three and Four students. Most of the Learning Support Assistants are part-time and cannot be allocated to the same student for all their lessons in a given subject or exclusively to a department. In terms of fostering independence being supported by a variety of staff is a good practice for an individual student.

### **SEND Governor**

Mrs Jo Hopkinson is the SEND Governor and is responsible for:

Making sure that the school has an up to date SEND policy

Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school

Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school

Reporting to the full governing body.

### **How does Nailsea School know if children need extra help?**

We know when children need help if:

- Concerns are raised when children are in Year 6 transferring to Nailsea School in Year 7; we visit primary schools to hold transition meetings to gather information so we have a full understanding of any SEND needs the children have before they join our school.
- If a child joins our school half way through a school year we will contact their previous school for information and carry out assessments to ensure we know if they need additional support.
- Parents/carers contact us to discuss their concerns about their child's progress.
- The child's progress and/or attainment is significantly below predicted target grades.
- There is a significant or prolonged change in the child's behaviour.
- A teacher or other member of staff may report concerns.
- A child asks for help.

The school is aware that some students may have need for additional support to access the school curriculum. This may be with their learning and understanding. It could be their ability to understand social situations or emotional relationships. Alternatively, it could be they have speech or language difficulties. They may have difficulties in accessing the curriculum or even attending school due to medical need.

A student's specific needs may become apparent from their academic attainment or progress, their social or emotional participation, their use of speech and language, discussions with parents or other means. We can corroborate this by careful study of qualitative and quantitative student assessment.

In the first instance attempts will be made by the subject teacher to address any difficulty within normal classroom differentiation. Advice may be sought for this from parents, other teachers, subject leaders and the SENCo.

If difficulties persist, additional individual or group support will be offered. At this stage parents will be involved more formally and their views used to develop new strategies.

If it is felt that the solution requires further consideration, then the SENCo may meet the parents. This may result in a more formal identification of special need.

Various documents are used within school to guide and support this procedure. We may consult with outside agencies for advice and guidance.

### **What specialist services can the school access? Who are the outside agencies?**

We have access to a very wide range of specialist services including:

- Inclusion Service
- North Somerset inclusion service supports schools, early years' settings and other providers to ensure positive outcomes for the most vulnerable children and young people with special educational needs; disabilities or social, emotional or behavioural difficulties; and those with sensory difficulties. We also support looked-after children and those on the child protection register, children of travellers and children in ethnic minority communities
- Autism Outreach Service
- Behaviour Support Service
- CAMHS
- Counselling Services
- Educational Psychologists
- Occupational Therapists
- Social Care teams
- School Nursing Team, Paediatricians and GPs
- Speech and Language Therapist
- Education Welfare Officer
- Sensory Support Services
- Physiotherapy

The subject teachers, tutor, Head of House and SENCO will always explain to you what the concerns are and also explain to you what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the class teacher or the SENCO.

### **How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all children. Financial assistance via the school's Pupil Premium allocation or other sources is available to ensure access to all activities where payment is needed. Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service.

For activities out of school, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, a Learning Support Assistant may be asked to accompany a child during the activity/trip.

Students with SEND are regularly included in all activities at school, after school clubs and on school trips.

Students with SEND will receive preferential access to clubs if supportive of their identified needs.

If an activity includes an element of risk, we will make a risk assessment as appropriate.

We will canvas parents' views on what sort of specific provision will be required for a specific activity.

We will always try and provide appropriate adult supervision from within our staff.

### **How will I know how well my child is doing?**

Our subject teachers, tutor, Head of House, or SENCO are happy to discuss how well your child is doing; we will update you three times per year through the reports system and at parents' evening once each year.

Additional discussions can take place with a phone call or if you prefer a meeting can be arranged.

All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home.

### **Measuring pupils' progress**

All students are given strategies which are designed to aid their progress. These strategies address issues which have a direct impact on a student's access to the curriculum. We can measure academic progress through teacher assessment against previous attainment. For students with behavioural issues the measure of

progress will link into their academic performance but will be specifically targeted on behavioural development.

Parents may be consulted and informed in a variety of ways including arranged meetings with the tutor or head of house, or more formal meetings held periodically with student, teaching staff, SENCo and other professionals in attendance as appropriate.

All of these forums provide opportunities for an exchange of views about progress in identified areas of special need and disability.

If your child is not making expected progress or if there is another indicator of concern the school will discuss with you any concerns you may have and suggest further interventions or referrals to outside professionals which may be necessary to support your child's learning and how we can work together, to support your child at home and at school.

Sometimes a child may need some short-term help if there is a change in circumstances e.g. a bereavement or family breakdown. Please contact your child's Tutor, Head of House or the SENCO. Your concerns will always be taken seriously – your views on your child's development and progress are always valuable.

### **How will the curriculum be matched to my child's needs?**

Where a child has been identified with SEND, their work will often be differentiated by the subject teacher to enable them to access the curriculum more easily. LSA in-class support may be provided and interventions for literacy, numeracy or handwriting, for example, where needed, will be set up.

### **What support will there be for my child's wellbeing?**

Social, emotional and behavioural concerns:

Students are supported across the school in several ways; their tutor provides pastoral care during afternoon registration every day and we also offer support for children who are encountering emotional difficulties.

Some students have a reduced timetable to enable them to manage stress or anxiety, and may spend time with the school counsellor or member of the Safeguarding Team. An Assistant Head of House provides coaching to students to help them manage negative feelings and promote achievement.

The school library is a calming environment and on occasion a distressed student will find some peace in an hour away from the everyday school situation to sit quietly and enjoy reading a book or helping with library tasks.

Sometimes the school will get support from elsewhere e.g. the School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services) or other appropriate services.

A student whose behaviour in class is disrupting the learning of other students may be removed periodically and spend time in the isolation room with a senior member of staff to consider the impact of actions and explore more positive choices. Heads of house will use a variety of support strategies including behaviour report cards which are then reflected upon in formal meetings.

### **What training opportunities are there for staff supporting children with SEND?**

It is the SENCO's job to support teachers in planning for children with SEND and provide in-house training where possible and necessary. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.

Individual teachers and support staff are offered training courses run by outside agencies that are relevant to the needs of specific children in their class.

All teaching and learning support assistants are offered a programme of training and professional development across the year in areas of Special Needs.

### **How will Nailsea School support my child's transition from primary school to secondary school?**

Many students in our Partner Primary Schools will already have visited Nailsea School to take part in various activities during years 4, 5 and 6.

We hold meetings with each primary school to find out all about your child and if this includes any SEND needs. If a student has an Education Health Care Plan, we will ensure that appropriate and effective support is in place prior to the student joining us the following September.

Your child will be invited to spend time at our school in July with all the other children that will be starting in Year 7 in September. Where possible the Year 6 Teachers from our main feeder primary schools will accompany them and share the teaching with our staff. During this time, we include a lot of team building activities to help the children socialise and get to know each other.

We can also arrange extra individual visits to school for any pupils with SEND or highlighted by their primary school as needing extra support.

**What if my child joins Nailsea School from another senior school?**

If a child joins half way through a school year, information provided by previous school, along with our own assessments, will enable us to provide support for the child if necessary.

We request information and where possible attend transition meetings at the previous setting, liaising with SENCOs and pastoral staff.

**How will Nailsea School support my child's transition from secondary school to Post 16 education?**

For students preparing to leave education and prepare for adulthood we seek advice from outside agencies who will meet with the student and parent/ carer to discuss plans and aspirations and ensure that effective and appropriate support is in place.

Our annual Careers Fair held in November is a great place for students from Years 9 – 13 to find out about future options and career paths that may be available to them. With representation from local colleges and universities, apprenticeship providers, the public sector and local businesses there is usually something for everyone. Students from previous years have often commented positively about how informative and valuable the evening was.

Pupil Premium children in Years 9 – 11 will receive independent and impartial careers guidance.

We offer our Year 10 students the opportunity of undertaking a days work shadowing in November. This is part of their Citizenship curriculum and provides them with the opportunity to observe a real working environment. It also helps them to prepare them for their work experience week towards the end of year 10.

**How will Nailsea School allocate resources to support my child's needs?**

The Senior Management Team, in conjunction with the School Business Manager, decides on the allocation of the total budget for Special Educational Needs in consultation with the school governors. The Senior Management Team discusses all the information they have about SEND in the school, and decide what resources/training and support is needed. SEND funding is usually allocated to employ staff and outside specialists and to buy resources and equipment.

Where a child has significant needs that the school feels that it cannot meet, or no longer meet, the school applies for a statutory assessment of the child (Education Health and Care Plan), which may lead to further support being provided.

**Pupil Premium**

Pupil Premium was introduced in April 2011 which is additional funding and is allocated to schools to provide additional support to children who have been registered for Free School Meals (FSM) at any point in the last six years. Schools also receive funding for children who have ever been looked after continuously for more than six months and children of service personnel.

**How is the decision made about what type and how much support my child will receive?**

Each child is assessed individually and a personalised package of support put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes mean an increase of support and/or resources. Regular review meetings are held between staff and parents to discuss the child's progress and any additional needs which require support.

**How can I be involved in discussions about and planning for my child? Will my child be consulted?**

All parents and children are encouraged to contribute to education plans. This happens through discussions with the Tutors, Head of House or SENCO formally at Student Centred Planning meetings.

These discussions are really important – not least so that we know about your child in the home setting, and we can tell you about what we are doing in school and how your child is doing in school. This helps to make sure that we are doing similar things to support them at home, and we can share what is working well at home and in school.

There may also be discussions with other professionals e.g. Speech & Language Therapist, Educational Psychologist. Information from outside professionals is shared with you (either verbally or written reports or both).

### **Who can I contact for further information?**

If you wish to discuss any aspect of your child's education, please contact:

#### **Your child's Tutor**

Telephone: 01275 852251

Email: [nailsch@nailseaschool.com](mailto:nailsch@nailseaschool.com) (mark the email 'for the attention of *tutor's name*')

#### **Head of House**

Dragon	Mr W Hellier	<a href="mailto:whellier@nailseaschool.com">whellier@nailseaschool.com</a>
Griffin	Mrs N Shoesmith	<a href="mailto:nshoesmith@nailseaschool.com">nshoesmith@nailseaschool.com</a>
Phoenix	Mr D Graffagnino	<a href="mailto:dgraffagnino@nailseaschool.com">dgraffagnino@nailseaschool.com</a>
Unicorn	Miss R Figgures	<a href="mailto:rfigures@nailseaschool.com">rfigures@nailseaschool.com</a>

#### **Special Educational Needs Co-Ordinator (SENCo)**

Mrs Sylvie Lloyd  
Nailsea School  
Mizzymead Road  
Nailsea. BS48 2HN

Telephone: 01275 866820

Email: [SLloyd@nailseaschool.com](mailto:SLloyd@nailseaschool.com)

#### **SEND Governor**

Mrs Jo Hopkinson  
Nailsea School  
Mizzymead Road  
Nailsea. BS48 2HN

Telephone: 01275 852251

Email: [nailsch@nailseaschool.com](mailto:nailsch@nailseaschool.com)

#### **What if I'm not happy? Who do I contact to complain?**

Details of the school's complaint procedures can be found in the complaints policy on the school website. See Policies Page – or follow this link – [Complaints Policy](#)