



Neroche Primary School

SEND Information Report 2021



Our Vision

Our vision and expectations of Live and Learn for Life by being the best you can be and showing that you care underpins our whole school ethos.

All staff work to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We will use our best endeavours to support all children to enable them to be successful at school, in order to achieve this we provide high quality first teaching, a wide range of support and interventions and we work with external agencies.

At Neroche all staff are teachers of children with Special Educational Needs or Disabilities (SEND). We are committed to ensuring that all children with SEND learn successfully and achieve the best possible educational and developmental outcomes.

To do this we:

- involve parents/carers and children in the process of identification, support and review and welcome their input
- work with other agencies to provide support for parents/carers and children
- provide high quality teaching and provision to meet the needs of children with SEND
- support children and parents/carers through transitions to new settings
- work collaboratively within the Chard Area Family of Schools

This report takes into account the following legislation:

- Children and Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Special Educational Needs & Disability Code of Practice 2015

| Key Information | |
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| Percentage of children on SEND Register | 8.7 % (National Average 14.9%) |
| Percentage of children with EHCPs &/or High Needs Funding | 2.3 % (National Average 3.3%) |
| Primary need is Cognition & Learning | 18% |
| Primary need is Communication & Interaction | 23% |
| Primary Need is Social Emotional & Mental Health | 45% |
| Primary Need is Sensory and/or Physical | 14% |
| Attendance of Whole School 2018-2019 | 96% |
| Attendance of SEND Cohort 2018-2019 | 89% |
| Attendance of Whole School 2019 - 2020 | Not calculated due to COVID-19 |
| Attendance of SEND Cohort | |
| Attendance of Whole School 2020 - 2021 | Not calculated due to COVID-19 |
| Attendance of SEND Cohort | |
| Head Teacher | Ali Collins |
| SEND Governor | Tim Gibson |

Identification

Neroche Primary School is committed to the early identification of children with needs which are additional or different to their peers. It is widely recognised that identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child or young person. When a child is not making adequate progress despite quality first teaching we will investigate the reasons for this and identify potential barriers to learning.

How do we identify children with SEND?

There are many ways that children may be identified:

- Parents/carers – parents/carers may raise concerns regarding their child with the class teacher. These concerns will be recorded and investigated and any outcomes will be reported back to you.
- Teachers – teachers may identify children by making observations of the child, analysing half termly assessment data or by noticing a lack of progress in an area of the curriculum. This will inform decisions regarding provision and will form the basis of discussions with the SENDCO.
- SENDCO – the SENDCO will work alongside both the parent and the teacher to identify the child's needs and to support the teacher in gathering information about the child's progress, attainment and behaviour. Where appropriate specific assessment tools may be used by the SENDCO to identify specific needs.
- External Agencies – where further advice is needed external agencies may be invited in to carry out more detailed and specialised assessments with the consent of the parent/carer.

Who is involved in the identification of children with SEND?

Parents, Teachers, Teaching Assistants, SENDCO, External Agencies.

What should I do if I think my child may have SEND?

If you have concerns about your child, in the first instance you should discuss them with the class teacher. If this is not possible or you feel your concerns are not being addressed then you should contact the SENDCO. If you still have concerns regarding your child then you should contact the Head Teacher.

Provision

SEND provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality first teaching. Schools must use their best endeavours to deliver the right provision to meet the child's special educational needs. Please see our Provision Map for more information on the types of support available.

How will the school support my child?

- High Quality First Teaching – this is the teaching that your child will receive every day. This will be differentiated to meet the needs of all children.
- High Expectations – all staff have high expectations of all pupils regardless of their SEND.
- SEND Support – this can be one or more of a variety of methods and may be delivered within the classroom or in another space on the school site. At Neroche we use a wide variety of interventions these include: small group work, nurture groups, forest school, 1:1 support, care plans, counselling, visual/musical prompts, physical equipment. These are delivered by a variety of people including: class teachers and teaching assistants.
- Specialist Support – for some children specialist support from an external agency may be necessary. Any visits by external agencies will require your consent and in some instances will require the completion of an Early Help Assessment (EHA).
- Education, Health and Care Plan (ECHP) – If your child is not making adequate progress despite receiving SEND Support a statutory EHC assessment should be considered. ECHP's are designed to bring all agencies involved with the child together to work towards the best outcomes for the child.

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| <p>What types of SEND are provided for?</p> | <p>Currently we are providing support for the following needs;</p> <ul style="list-style-type: none"> • Communication & Interaction • Cognition & Learning • Social, Emotional & Mental Health (SEMH) • Sensory and/or Physical needs |
| <p>How does the school support children with SEMH needs?</p> | <p>Emotion Coaching – staff throughout the school have attended Emotion Coaching. Neroche is now an accredited Emotion Coaching School.</p> <p>ELSA – we have a fully trained ELSA on the staff who is able to assess and develop plans to support a child’s emotional development.</p> <p>Thrive – children have access to small group and individual Thrive sessions delivered by South Somerset Partnership School.</p> <p>Talk & Draw – one of our Teaching Assistants has been trained to deliver this programme which helps to encourage children to express themselves through drawing.</p> <p>Behaviour Regulation Policy – This policy is underpinned by the Emotion Coaching approach. We use Positive Praise Plans to support children to be the best that they can be and notice all of the good things they have achieved.</p> <p>Pastoral Support Plans (PSP)- these are used with children who are on the SEND Register for SEMH. They show the support and intervention that the child is having and further information about their needs.</p> <p>Forest School – All children have access to Forest School whole class provision throughout the year. SEN Children also have access to a small group Forest School.</p> <p>Educational Psychology Service Bespoke small group and individual sessions.</p> <p>Counselling sessions with a fully qualified Child and Young Person’s Practitioner.</p> |
| <p>Who will oversee and plan my child’s support?</p> | <p>The class teacher and SENDCO should agree in consultation with you the interventions and support to be put in place. This will be shared with the child and a date for review will be set. The intervention/support may not be delivered by the class teacher and may take place away from the classroom. The delivery and impact of the intervention will be monitored by the class teacher with the support of the SENDCO. At Neroche details of interventions/support will be recorded on your child’s Passports to Learning, copies of which will be given to all who work with your child and a copy will be sent home for you to keep.</p> |
| <p>How will you support my child to be involved in the school community and activities that the school offers?</p> | <p>We offer a variety of extra-curricular clubs and wrap around care to all of our children. If a child’s EHCP states they need 1:1 support we will seek support from the SEN casework team and submit a costed plan to enable this if the SEN casework team are in agreement to the additional funding to enable the child to access the after school club.</p> <p>Joining a new club can be supported by the SENDCO where needed in order to make sure that the child has the right support to make it successful. This can involve liaising with both the parent and person running the club to make sure everyone is aware of the child’s needs. Off-site visits are carefully risk assessed and accessibility is also assessed. Risk assessments for individual children are also used to make sure all needs are supported.</p> |
| <p>How are the schools resources allocated and matched to children’s special educational needs?</p> | <p>All decisions about resources are made with regard to the needs of the children in the school. Each term pupil progress meetings are held as well as Key Stage Meetings where children who need SEND Support are discussed and the appropriate resources are allocated. Resources include staff, equipment, training and intervention materials.</p> |
| <h2>Reviewing</h2> | |
| <p>Reviewing a child’s progress is key to being able to provide continuing effective support for a child. The review process will take into account the views of everyone involved in working with the child including the parent/carer and the child themselves.</p> | |
| <p>Who will monitor the progress of my child?</p> | <ul style="list-style-type: none"> • Your child’s class teacher is responsible for reviewing your child’s progress in all areas of the curriculum. The class teacher will assess your child’s progress every half-term and will use this data to inform planning, selection for interventions or to identify barriers to learning. |

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| | <ul style="list-style-type: none"> • If your child is receiving an intervention they will be assessed before and after the intervention in order to monitor the impact. This may be done by the class teacher, the person carrying out the intervention or the SENDCO. • If your child has a SEN Passport to Learning you will offered a review meeting with the SENDCO and/or class teacher. Progress against the targets set will be reviewed and new targets will be set if appropriate. • If you child is receiving support from an external agency then they will monitor the impact of any work they carry out with the child. • The Head teacher, along with the class teacher, reviews the progress of all children on a termly basis in a pupil progress meeting. |
| When will my child's progress be reviewed and how will it be communicated to me? | <p>Pupil progress is informally reviewed by the class teachers and teaching assistants daily to inform planning and to identify strengths and difficulties.</p> <ul style="list-style-type: none"> • All teachers are available to talk to parents during the school week, most are available after school and appointments can be made for more lengthy discussions. • All parents/carers are invited to parents' evenings in school twice a year. • Written reports are sent to all parents/carers annually. • Passports to Learning are reviewed on a termly basis, you will be offered a meeting with the SENDCO/ Class Teacher to discuss this. You will be given a copy of your child's plan after every review. • SEND Support Reviews are carried out for children in receipt of funding for SEND every year. You will be invited by the SENDCO to attend along with anyone else who has been working with your child. You will be given a copy of the SEND Support Review paperwork. |
| How do you decide if a child no longer needs to be on the SEND Register? | Children will be removed from the SEND Register when they have progressed in line with age appropriate expectations. This decision is based on a variety of evidence including formal assessments, observations and assessments by external agencies. |

External Support

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, we will consider involving specialists, including those from outside agencies.

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| What specialist services and expertise are available to or accessed by the school? | <p>At Neroche we access a wide range of external agencies in order to best support the children in our setting. These include; Somerset Virtual School (SVS) Social, Emotional and Mental Health Team (SEMH), Educational Psychology Service (EPS), Speech and Language Therapy (SLT), Occupational Therapy (OT), Autism Outreach Team, Autism and Communication Team(ACOT), Physical Impairment and Medical Support Team (PIMS), Special Educational Needs Information Technology Advisory Service (SENITAS), Child and Adolescent Mental Health Service (CAMHS), GP, Paediatrician, Health Visitor, School Nurse, Social Services, Area Early Years SENDCO, Orthotics. This is not an exhaustive list and we do not access all of these services all of the time.</p> <p>We also work together the Chard Area Family of Schools (CAFOS).</p> |
| How are these services accessed? | <p>In most cases these services are accessed using an Early Help Assessment (EHA), this document pulls together information about the child, family and other support that the child/family have received, some services require their own referral forms. Any referral requires the consent of the parent, this is built into the EHA process and any other referral forms that may be used. In some instance these services may be accessed directly by the parent via the child's GP.</p> |

Communication & Involvement

As in all other areas of your child's education both you and your child will be fully involved. We understand that parents know their children best and we seek to draw on that knowledge and understanding to better inform our provision.

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| How will my child be included in this process? | Every child on the SEND Register is invited to complete a one page profile detailing things it is useful to know about me, what makes me happy and what I can do to help myself. Assessments that your child may be part of always include a conversation about things they are good at or enjoy and things that they find tricky. All of this is then included within your child's Passport to Learning. |
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| How will I be included in this process? | It is important to us that you are involved in the process at every step this could include; <ul style="list-style-type: none"> • Initial conversations or meetings to discuss/identify your child's needs • Conversations to discuss assessments and results • Completing an EHA to refer to additional agencies • Passport to Learning Reviews • SEN Support/EHCP Annual Reviews This is in addition to the usual invitations to parents' evenings. |
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Transition

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| How will the school support my child's transition to a new class or setting? | <ul style="list-style-type: none"> • When moving class the current and new class teachers will meet to discuss the children coming into the class. This will include sharing Passports to Learning, successful strategies, barriers to learning and next steps. • When moving schools the SENDCO will contact the new school's SENDCO to share SEND information prior to the move, once the child has moved your child's SEND file will be sent to the school. • When moving to secondary education meetings will be held during the Spring/Summer Term to discuss all children with SEND. All children attend changeover days at some point during the Summer Term. The secondary school may wish to meet your child prior to transition, in this instance you will be informed and your consent will be needed. These meetings may result in additional visits to the secondary school for the child; however this is dependent on the needs of the child and the secondary school concerned, so may not apply in all cases. |
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Accessibility

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| How accessible is the school site? | Neroche School is all on one level and some entrances to the school have ramps. Once inside the school there are no steps. We have one accessible toilet. We have access to a disabled parking space in the layby directly outside the school. |
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Staff Expertise & Training

All of our staff receive ongoing training to develop their practice and better support the children in our school.

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| What areas of expertise/training do your staff have? | Emotion Coaching | All Staff |
| | Basic Autism Awareness Training | All classroom staff and lunchtime staff |
| | Manual Handling | SS, HD, AB, JE, KS, FBW, JS, MT, JH,SP |
| | ADHD Basic Awareness | AC, JM, AB, SS, GM |
| | Hearing Support Training | All relevant classroom staff |
| | National Award for SEND Co-ordination | KB |
| | ELSA Practitioner | KB |
| | Individualised Literacy Intervention (ILI) | SL |
| | Forest School | HD |
| | Talk & Draw | HD |
| Spelling Detectives | SL | |

Challenges

- The COVID pandemic has presented us with considerable challenges throughout the year.
- There have been difficulties liaising with key external SEN support agencies and staff from many of these external agencies have not been able to visit schools to assess or work with children.
- There have been challenges liaising and communicating with parents due to Covid restrictions.
- We have frequently had to respond to staff absences over the year and organise emergency cover for those staff working with SEN children, when they have needed to self-isolate.
- The COVID lockdowns have had an impact on the SEMH and learning needs of some of our SEN children, which we have needed to respond to quickly and effectively.

- More additional children have presented with SEMH needs since lockdown, so we have had to strive to offer regular ELSA support sessions to all those in need.
- We have set up a SEN small group Forest School to support the emotional needs of SEN children and run small SEMH groups. We have also provide ELSA small group and 1:1 support from the Educational Psychology service and counselling where appropriate.
- Due to the Covid lockdowns we have seen an increase in parent anxiety levels of children with no previously recognised SEN need. Many parents have reported concerning or challenging behaviours at home, which we have needed to also respond to. We have signposted parents to support agencies, respite care and training courses; completed PFSA and FIS referrals and ensured that during the Spring lockdown parents received regular phone calls to support. We have also had a significant increase in parent demand for regular meetings to discuss their anxieties and concerns. At times, it has been time consuming and challenging to meet the needs of the parents for support.
- During this year, there has been an increase in the level of high needs SEN children within the school
- We started the year with 5 children with EHCPs at Neroche: 2 have been in one cohort, 1 has been accessing school on a part time basis and 1 has been retained by a year. These children have presented with a range of support needs and additional 1:1 Teaching assistants have needed to be employed.
- We have successfully applied for 2 additional Statutory Assessments for other High Needs children this year. One has been accessing school on a highly individualised part-time timetable and will require a carefully managed phased transition to return to full-time. Funding is being sought for full time 1:1 support for this child.
- We have successfully secured Specialist Provision for 3 children with EHCPs.
- Funding increases for 2 children with EHCPs, plus Early Years Funding for two other children has been secured and this has contributed towards funding additional 1:1 TAs.
- We have been consulted regarding two other children with EHCPs; we declined the consultation as we wouldn't have been able to meet the need and it would have had a detrimental impact on the cohort the child would have been in due to a high level of SEND already in that cohort.
- 2 further children are being considered, with professional agencies engaged and evidence being collected, to see if they fit the criteria for an EHCP application.
- A major rethinking of how SEN are identified and met has been needed this year. New more rigorous systems have been introduced. Steps have been taken to promote all teachers as being teachers of SEN within the schools. Teaching staff now have a performance management SEN target. Effective deployment of TAs has also been a focus.
- Steps have been taken to ensure all teachers take greater responsibility for the early identification and response to SEN needs. Improved monitoring and evaluation systems are now in place.
- We have been proactive in improving the early identification of needs. The SENDCO has liaised closely with pre-school to observe and put in place early support for the high number of children with SEN need attending the setting. Specialist training has also been delivered to staff within pre-school to support them to meet the needs.
- The Assess, Plan, Do, Review process had been made more effective and new Passports to Learning have been successfully introduced, which have increased Pupil and Parent Voice.
- Following the Covid lockdowns, a number of SEN children have had significant gaps in their learning identified. Reading and phonics catch up interventions have led to these gaps being addressed. A Reading Action Programme has proved successful, with some SEN children's Reading Ages increasing by over two years.
- We have introduced the Numicon Intervention Programme to address gaps in learning and accelerate progress. Staffing issues throughout the year have impacted on the roll out of this.
- To ensure the delivery of SEN interventions in the future, all KS2 TAs are specifically deployed in the afternoons to work to deliver sessions to meet Passport to Learning targets.
- Steps have been taken to improve our liaison with County, with regards to SEN assessments and reviews.
- We have had a high level of involvement from external agencies and it has been a challenge to meet their expectations alongside meeting the needs of the other children in the class. We have had to make a number of reasonable adjustments but have also had to be clear about what and how much we are reasonably able to do.
- Referrals have been made during the year to Autism & Social Communication Team, South Somerset Partnership School, CAMHS, Early Years SENDCO, Speech and Language and Occupational Therapy.

- We have had visits from and been working with the following agencies Autism & Social Communication Team, Speech & Language Therapy, Occupational Therapy, Physiotherapy, Hearing Impairment Service, Paediatrics, Orthotics, South Somerset Partnership School, Early Years SENDCO and the Educational Psychology Service.
- Further works have been identified in order to make our site more accessible. This includes changing the doors into the Year 1 classroom and ramping and widening to all classroom doors. A proposal to make necessary alterations to the positioning of the disabled toilet door is currently underway.
- One of the cohorts previously identified as being challenging behaviourally have continued to make fantastic progress with their behaviour both at break times and lesson times. Emotional Literacy small group and 1:1 sessions and the new emotion coaching based behaviour policy have helped contribute towards this.
- Handover to Tom Parrington will be taking place. Handover notes are being put together and a review of all children will take place as well.