



Muskham Primary School

Special Educational Needs and Disabilities Information Report

Updated September 2023

1. What kinds of special educational needs does the school/setting make provision for?

Muskham caters for a wide variety of special educational needs and disabilities, including children with medical conditions such as: Autism, ADHD, Dyslexia, physical disabilities, learning difficulties, speech and language delay and other emotional and behavioural difficulties.

2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Usually a child will be identified in one of the following ways:

- information from a pre-school setting
- a pupil performing significantly below the expected level for their age
- a parent or carer expressing a concern
- concern raised by a member of school staff, for example where self-esteem or behaviour appears to be affecting performance
- information received from external agencies regarding physical difficulties or a health diagnosis from a paediatrician

On entry and throughout the academic year we assess all the children using a variety of different assessments. This enables us to identify children who are working behind academically or children who are functioning at a lower than expected emotional/behavioural level. However, it is important to consider that all children enter school with different experiences, progress at different rates and attain different academic levels.

If you are worried that your child might have special needs you should, in the first instance, talk to the class teacher. If appropriate, the teacher will discuss your concerns with the SENDCo. Alternatively, any parents are welcome to make an appointment to meet with the SENDCo (Mrs R. Ward). The main thing is to share your concern with us. We will always try to be open and honest with parents and we hope they feel able to take the same approach with us.

3. How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The progress data of all children is closely tracked and monitored regularly throughout the school year. The SENDCo carefully monitors the progress of children with Special Educational Needs. Any interventions which are carried out to support a child are carefully tracked and monitored to ensure that they are having a positive impact. This is done through data analysis and observations. Regular reports are provided to governors who oversee the progress of all children. This gives Governors the opportunity to contribute to any decisions related to evaluating the effectiveness of provision. Children are not identified by name. There is a designated SEND governor. Under the new Code of Practice we anticipate there will be about 12% of pupils on the SEN register. Children can be placed on, or removed from, the register at any time throughout the year. At the end of each term, there is a discussion between all class teachers and the SENDCo regarding the sufficiency of provision.

4. What is the school's approach to teaching pupils with special educational needs?

We follow a fully inclusive curriculum and have high expectations for all children; we believe that all children have the right to quality-first teaching. We ensure that all children are given the opportunity to reach their full potential. Any children (with or without special educational needs) who are not making adequate progress are targeted and appropriate support or intervention is put in place. We support pupils with special educational needs by:

- specially prepared learning materials
- appropriate deployment of teaching assistants including small focus groups
- individual support sessions
- specialist equipment/resources
- using specialist intervention programmes within the Waves of Provision
- social skills programmes uses alternative forms of recording their work
- using physical or mobility aids
- using additional visual prompts
- intervention programmes such as Switch On Reading, Precision Teaching and curriculum interventions are available to support children who require help in a specific area which goes beyond the work available in class.
- seeking support and involvement from outside agencies, for example a Speech and Language Therapist, Occupational Therapist, Educational Physiologist, Behaviour Support Team or Schools and Family Support Services – who may support children with autism or dyslexia.

If your child receives significant, additional levels of support, an Educational Health and Care plan (EHC) may be requested for him/her. An EHC plan is a legal document which describes a child or young person's special educational needs, the support they need and the outcomes they would like to achieve. The special educational provision described in an EHC plan must be provided by the child or young person's local authority. EHC plans can

only be issued after a child or young person has gone through the process of an Education, Health and Care needs assessment.

You will be involved in this at all stages so you are fully aware of how your child is being supported at school. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) with the expectation that the child will achieve the target by the time it is reviewed. The plan is regularly reviewed and updated throughout the year and you will have the opportunity to discuss your child's progress at regular parent-teacher meetings and termly structured conversation meetings. You can, of course, access the Head teacher, SENDCo or members of the support staff for updates at any time.

5. How will the curriculum and learning be matched to my child's needs?

The class teacher plans lessons to suit different children's needs and uses appropriate adaptations to ensure that all children have access to learning. Care is taken to identify a child's specific and preferred way of learning and work is planned accordingly. Where appropriate, a child might have an individual timetable and specific work or additional support depending on their additional need. Experienced teaching assistants have the ability to deliver individually differentiated activities, using their initiative to intervene when required. Teachers and teaching assistants attend training provided by outside agencies. There are regular discussions between teaching assistants, class teachers, the head and the SENDCo regarding pupil progress.

6. How are decisions made about the type and amount of support my child/young person will receive?

The teacher, SENDCo and Head discuss together the best support to give a child in conjunction with the parent/carer. Where appropriate, individual timetables are planned for specific children. If a child requires additional one to one support with an adult then, where appropriate, the school can bid for additional funding. The child's additional needs would need to match the criteria to qualify for additional funding. This would be applied for by the SENDCo.

7. How will my child/young person be included in activities outside the classroom, including school trips?

We do not exclude any pupils from clubs, trips or residential. We use reasonable adjustment to ensure that children are appropriately included in clubs, trips and residential ensuring that, when necessary, additional support is provided.

8. What support will there be for my child/young person's overall well-being?

At Muskham, the staff strive to ensure that the children have positive relationships with the adults they work with. We have a caring, understanding team looking after our children. Pupils who regularly work with teaching assistants on a 1:1 basis always have chance to share their worries or concerns during these sessions.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Therefore, this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo or Head Teacher for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, Educational Psychology, and/or the Behaviour Support Team.

9. What training have staff supporting special educational needs had and what is planned?

Staff have ongoing SEND training and any training needs are quickly identified by the SENDCo. Several teaching assistants and the SENDCo have completed level 1, 2 or 3 ASC training provided by the Autism Education Trust. One TA has also completed a course in Emotional Literacy Support providing pastoral provision and education. Three teaching assistants have completed a course based on understanding specific learning difficulties. Staff have completed training for the Switch-On Reading Programme, and key members of staff have completed training in Coping with Risky Behaviours Training (CRB) previously known as Managing Actual and Potential Aggression (MAPA). Outside agencies support individual training including; speech and language, bespoke learning and specific behaviour strategies. Furthermore, staff have developed their understanding of assessment tools for reading, SEMH, B squared and PIVATs. We also have a designated Mental Health Ambassador, Mrs Laura Ellison.

10. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

In order to make sure that learners with SEND have the required resources in each classroom, a proportion of the budget is used towards class based provision. This might take the form of additional physical resources e.g. enlarged visual aids, writing slopes, alternative seating etc. or assessment materials for specific literacy and numeracy needs. Class teachers are encouraged to discuss their resource needs with the SENDCo and Head teacher.

For those requiring provision additionally to class based approaches, funding facilitates the school's range of intervention programmes. In some cases, it might also be used to provide additional human resources e.g. teaching assistants, therapists, specialist teachers etc. Specialist training of staff may also be necessary. Funding is applied using a flexible approach, to enable pupils to achieve specific outcomes at any particular time. The budget is the responsibility of the Head teacher and regular discussion and monitoring takes place with the SENDCo to ensure that resources are allocated appropriately and cost effective. Where much more specialist personalised equipment is required, the school liaises with the relevant external advisory service (e.g. occupational therapy, sensory impairment services) to seek advice on the best options for the procurement of these. Parents are involved in all discussions where possible.

11. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

Parents of all children are invited to have a Parents' Evening appointment with their child's class teacher to discuss their progress. In addition, the parents/carers of children on our SEND Support Register have additional termly meetings with the SENDCO or their child's teacher to discuss and review targets. We have an open door policy so parents are welcome to speak to their child's teacher whenever the need arises. The SENDCO also arranges other meetings with parents for updates or if school are concerned about a child. Parents can make an appointment or drop in to see the SENDCO. We welcome the involvement of parents in their child's education as we feel that this is essential to enable children to reach their full potential.

12. What are the arrangements for consulting young people with SEN and involving them in their education?

Children on our SEND Support Register have individual Pupil Passports, which use pupil voice to identify strengths, areas of need, support and interventions. Children are encouraged to discuss their targets on their pupil passport. Teachers strive to find out the children's interests and tailor the provision in school to meet these interests. Subject representatives work hard to ensure that they have a correct representation of the children in the school and are involved in organising certain activities and in some strategic decision making.

13. What do I do if I have a concern or complaint about the SEND provision made by the school/setting?

We would always encourage parents to discuss any concerns they have with the class teacher in the first instance. Alternatively, they could make an appointment to speak to the SENDCO. If you are not satisfied with the class teacher's or SENDCO's response, please make an appointment to see the Headteacher. (Please refer to the school complaints policy on the school website.)

14. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The SENDCO provides a termly report to governors and liaises regularly with the governor who oversees Special Educational Needs. This enables the governors to see the progress data of children with additional needs and ask questions to ensure that all children's needs are being met.

15. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

The SENDCo can signpost parents to a wide range of support organisations such as Family Support and local support groups. The SENDCo will also refer a child to obtain other professional support if they feel that staff in school needs some advice or training in relation to a specific need of a child. The school website is updated regularly and is a source of information for the parents of children with Special Educational Needs and Disabilities.

Nottinghamshire have a vast range of services that parents, carers and young people can access.

[Notts Help Yourself](#)

16. How will the school/setting prepare my child/young person to transfer to/from a different school?

Muskham has positive relationships with feeder schools and plans comprehensive transitions for children with additional needs when they transfer into a different phase of their education including additional supported visits to their new school and detailed communication. Children who join from different areas or during the school year also have their transition carefully planned to ensure that it is positive and successful.

17. Where can I access further information about SEND at Muskham?

You can find all this information on the school's website.

17. Who is the SEND Coordinator/Governor and how can I contact them?

Mrs Rachael Ward – Lead Professional SENDCo – rachaelward@muskham.notts.sch.uk
Mrs Anne Allsop - SEND Governor – office@muskham.notts.sch.uk

R. Ward

SENDCo

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