

Special Needs Information Report

Special Educational Needs and Disability (SEND) Provision at our school

Asquith Primary and Nursery School is a mainstream school who strive to provide the best learning opportunities for all children. Our core values promote an inclusive school community. We recognise that all children are individuals who have different learning needs and we work hard to ensure all children are given the right balance of support and challenge.

At Asquith Primary School we believe that all children are special and that they should feel valued. They should feel able to make mistakes or succeed in a safe and supportive environment so that they can learn to use their mistakes as a learning experience and achieve success and build their self-esteem.

Children who have a significantly greater difficulty in learning than the majority of children in their class, or are achieving at a much higher level, those whose physical needs prevent or hinders them from participating in activities and pupils who have emotional or communication difficulties will be considered to have special needs.

All teachers are teachers of children with Special Educational Needs and Disabilities. This is a whole school responsibility.

How does our school identify and assess SEND?

The SENDCo co-ordinates SEND provision, liaising with parents, school staff and specialist advisors from the Local Authority and Health Service. The school follows guidelines set out in the SEN Code of Practice 2014.

Throughout the school, we continually monitor and assess the progress of all our children. We track the progress of children, and where expected progress is not being made, steps and interventions are put in place to support areas of need. We also work closely with our local pre-schools and previous schools to identify any special educational needs children may have prior to them joining us, in order to ensure they receive the correct support from the start.

If parents have any concerns at all regarding the progress of their child, or believe they may have an area of special educational need, then we would urge them to talk to their child's class teacher, our SENDCo or Headteacher.

Parents can also gain important advice and support through Ask Us Nottinghamshire (<https://askusnotts.org.uk/>)

How does our school provide support for children with SEND?

The SENDCo supported by the Head teacher and SEN Governor, regularly checks how well SEND support is helping children in our school.

Through monitoring, observing and assessing a child's needs, staff work together with the SENDCo to put in place appropriate support and provision and this is reviewed at least termly if not half termly. The progress of all children is monitored termly and Parents Evenings are held each term, to discuss how children are doing. Summary reports are sent out for the Autumn and spring term and a full written report in the summer term.

Not all children identified with SEND will need additional support. Parents of children identified with SEND who need additional support, will be invited to a meeting and through discussion with the SENDCo, class teacher and child where appropriate, outcomes and provision will be decided upon. Review meetings will be held during the year.

At Asquith Primary, we have an 'open door' policy and encourage parents to discuss any concerns they may have as and when they occur, in person with their child's class teacher. Parents are also invited to contact our SENDCo or Headteacher whenever they wish.

If a child has a complex SEND an Education, Health and Care Plan (EHCP) may be put in place by Nottinghamshire County Council, which means a formal meeting will be held annually to discuss progress and a report will be written.

Class based learning is adapted for all children in our school. Some individual targets may be supported within lessons by the class teacher or a Teaching Assistant (TA), others may be supported outside of a lesson through a specific intervention programme which may be delivered by a TA.

Teachers work hard to ensure work is adapted for children, providing appropriate support and challenge. We aim to deliver a stimulating and exciting curriculum in a multi-sensory way that engages all children and where necessary, children are supported by a Teaching Assistant. We also aim to make sure our learning environment meets all our children's needs.

As a school we highly value the benefit of education outside of the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any trips, a pre-visit is made by staff and a risk/benefit assessment is carried out, which considers the needs of children with SEND. Where

necessary, we meet with parents to discuss any additional support that may be required. We also aim to ensure all children have the chance to be part of lunch time or after school clubs.

The social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos. PSHE is a key aspect of our curriculum, delivered through class work and assemblies. We also have a trained Pastoral Teaching assistant who is able to offer additional support. Where necessary, specific plans are put in place to support a child's wellbeing and in these cases parents are consulted.

How can parents contact the SEND Coordinator?

The SENDCo at our school can be contacted through the school office or by asking a class teacher to request a meeting.

What specialist services and expertise are available at or accessed by our school?

We have links with a wide range of outside agencies who offer specific guidance and support to our school and families. These include:

- Educational Psychologist
- Therapists including those for Speech and Language, Occupational and Physiotherapy and the Physical Disabilities Service
- Local Authority Advisors including those for Early Years, Cognition and learning, Communication and Interaction, Hearing Impairment, Visual Impairment and Personal, Social, Emotional Development team (SAP).
- Health Services including the School Nurse and Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Outreach services including voluntary organisations
- NST (Neurodevelopmental Support Team) - referrals made for possible support and referral on for paediatric appointment and assessment.
- Bereavement counselling

We seek support from outside agencies for staff and families whenever it is needed. The SENDCo oversees provision within our school. Staff training is ongoing to ensure the school is kept up to date with any changes and priorities. The training needs within our school reflect the needs of the staff and children we work with. Our SENDCo meets regularly with SENDCos from other local schools in meetings as well as a termly meeting called a Springboard meeting which also has representatives from the LA inclusion_services and an Educational psychologist.

How accessible is our school?

Reasonable adjustments have been made to improve accessibility. Our school site is wheelchair accessible with 4 disabled toilets large enough to accommodate changing and 1 wheelchair accessible shower. We also have a TA who is employed to support the needs of children who join us with English as an additional language (EAL.), A pastoral TA to support needs of children with SEMH (Social, Emotional and Mental health) concerns and a TA for Speech and Language to carry out programmes of support in liaison with the Speech and Language Team.

How will the school consult with and involve parents?

In the first instance there will be a meeting between the class teacher and parents where concerns will be raised, and the parents notified if the child is to put on the Monitoring Register. Parents will discuss the child's progress at parents evenings and any review meetings arranged by the class teacher.

Any child being given additional support through SALT or having additional support in class will be placed on the SEN Register.

For those children on Special Needs register who have a need for greater support or possible involvement of outside agencies there will be a meeting with parents, class teacher and the SENDCo to discuss targets we will be setting for the year, how these will be achieved and any additional support that will be put in place. There will be a short review with the parents each term to determine progress, these may tie in with Parents evenings.

Parents of all children from Year 1 will receive targets set for their child in a report following assessments twice during the year and an overview of progress and achievements at the end of the Summer term. Parents of children in the Foundation Stage will receive a full report in the summer term.

How will the school consult and involve pupils with SEND?

Wherever possible we endeavour to involve children in reflection and setting and reviewing of their outcomes. Children will be involved in checking their outcomes in class with the class teacher and where appropriate included in review meetings with parents and staff. We actively encourage all children to participate in all aspects of school life.

Who can parents contact for further information?

If parents are unsure about any of the support or provision being made for their child, they should not hesitate to contact the school office to make an appointment with their child's class teacher, our SENDCo or Headteacher. If parents feel their concern

is not resolved through this process, they should refer to our Complaints Procedure which can be found on our school website.

Where can parents access information of additional services to support them and their child?

Parents can look at the Nottinghamshire County Council website to view the local offer.

<https://www.nottshelpyourself.org.uk/>

This outlines agencies, support groups and others who can support both parents and children.

Ask Us Nottinghamshire is a support group for parents who require advice and information about children with SEND

<https://askusnotts.org.uk/>

How will the school prepare and support children who join the school or transfer to a new school?

The transfer to a new school can be an anxious time for both child and parent and we encourage visits to our school before applying. Careful planning is made for all children but for children with SEND, an additional transition plan may be put in place. This will generally include early discussions with the school they are coming from or going to and any external agencies who are providing existing support. Parents are involved in transition discussions so that the needs of the child and any particular concerns are shared. If a child is moving to another school, staff at the new school will be invited to meet with the child and specific visits to the new school are often planned, allowing the child to familiarise themselves with the learning environment and the staff who will be working with them. Transition books may be put in place with photographs of the new buildings, new staff and key areas. The child can take this home to look at with their family and become familiar with.

What is the purpose of this report?

This information report has been written as required by Section 65 (3)(a) of the SEN (info) Regulations and links to the Local Authority local offer, which is available online at www.nottinghamshirelocaloffer.info

This SEND information report has been written by the SENDCo and approved by the Governing Body and will be reviewed on a regular basis.

Reviewed Sept 2025