

Snape Wood Primary & Nursery School

SEND Information Report



Snape Wood Primary and Nursery School
Excellence for All

LOCAL OFFER

Nottingham Ask Lion



Welcome to our SEND Information Report, this is part of the Nottingham City Local Offer for learners with Special Educational Needs and Disabilities (SEND). Nottingham City Council's full local offer is an important resources for parents and carers for understanding the full range provisions and services in the local area.

This can be found at [Special Education Needs & Disabilities Local Offer - Ask Lion - Nottingham City Directory](#)

Please Follow the Link by clicking the image to Watch the Video

CURRICULUM OFFER

OUR MORAL COMPASS AND INTENT



Create a positive and supportive environment for all pupils without exception

At Snape Wood Primary and Nursery School, we provide an inclusive school which removes barriers to learning and participation, provide an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.

We encourage all our pupils to use their PRIDE values (Positive Attitude, Respectful, Inquisitive, Determination & Empathy).

We know that every child and every situation is different. If you have any questions or concerns, please speak to your child's teacher or Mr Wright, the schools SENDCO (Special Education & Disability Needs Coordinator)



What kinds of Special Educational Needs are provided for at Snape Wood Primary & Nursery School?

There are four broad areas of need within SEND:

Cognition and Learning Needs

Communication and Interaction Needs

Social, Emotional and Mental Health Needs

Sensory and/ or Physical Needs



As stated in the Code of Practice:

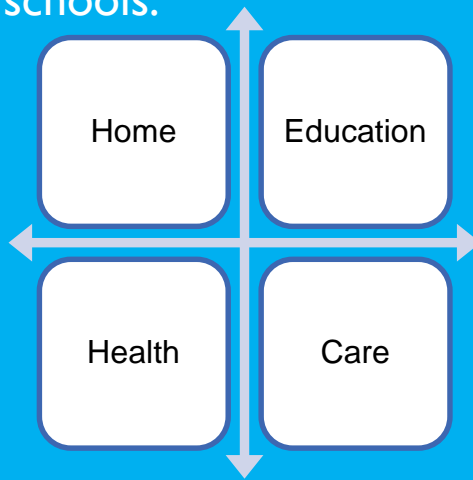
“These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action we need to take. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software”

How do we identify children with SEND and how do we assess their needs?

The SEND Code of Practice 2014 States:

“A Child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others the same age, or
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”



At Snape Wood, for children who are experiencing difficulties, we will use a range of assessments which may include the following: gather discussions with parents, carers, colleagues & children themselves; information from other settings or external agencies such as schools, nurseries, health & care professions; observations carried out by the SENDCO and external SEND support agencies; the use of phonics and test data.

If you feel your child has a special educational need and/or disability, and has not been identified by our school, then please make an appointment with the class teacher and SENDCO

What is Snape Wood's approach to teaching pupils with SEN?

At Snape Wood, we prioritise **quality first teaching (QFT)**. Good teaching for pupils with SEND is good teaching for all. We ensure all teachers and support staff receive support and have access to training which ensures they have strategies which can use flexibly in response to the needs of all pupils. We follow the graduated approach using the assess, plan do review cycle to ensure we are continuously re-evaluating the effectiveness of provision. (see next page) Please click the image to learn more



What about additional support

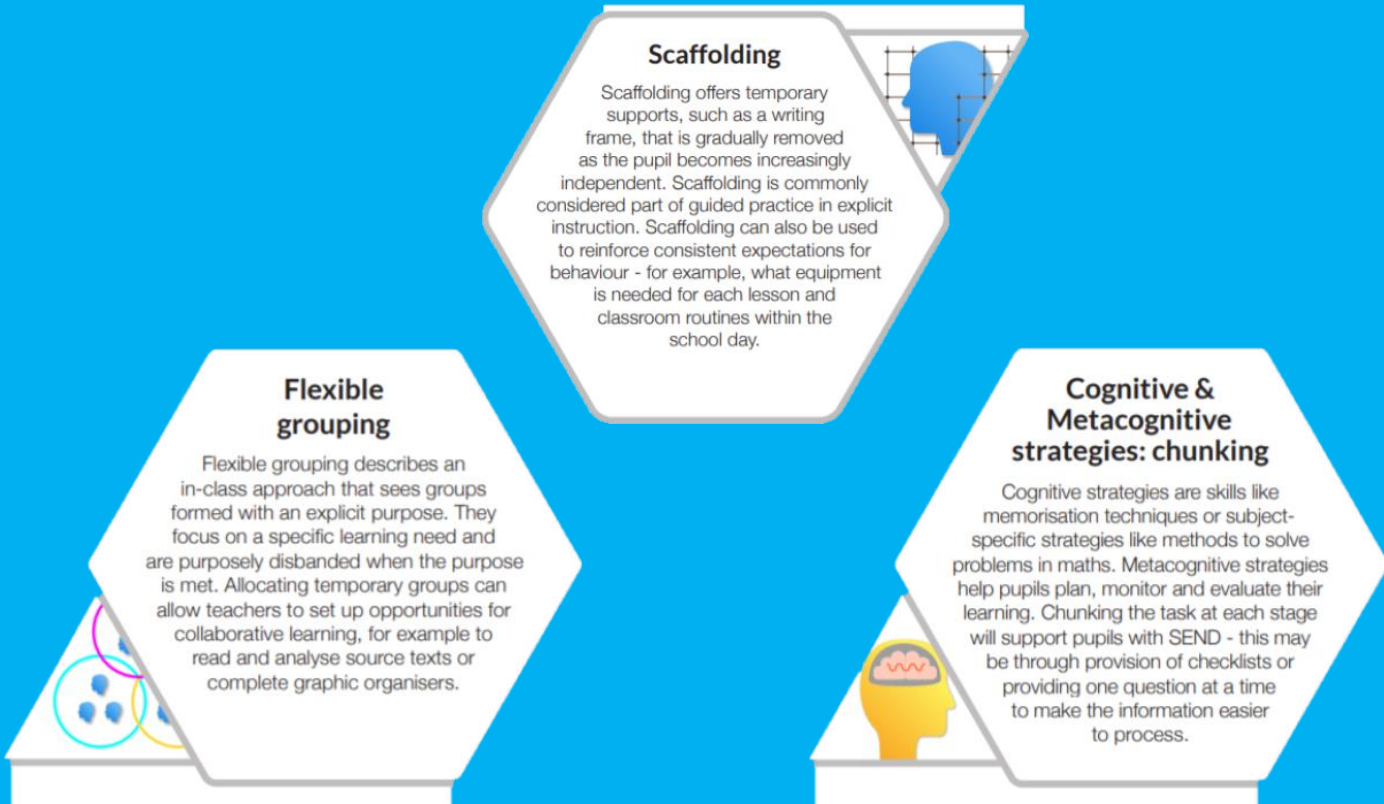
Small-group and one-to-one interventions can be a powerful tool, but are used carefully as ineffective use of interventions can create a barrier to the inclusion of pupils with SEN. High quality teaching reduces the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. The intensity of intervention (from universal to targeted to specialist) should increase with need. Interventions are carefully targeted through identification and assessment of need.

Once a child's specific needs have been identified we will work with relevant specialist support services to ensure we comply with all the relevant accessibility requirements as soon as possible. For example:

- Personal Learning Plan
- Adapting the curriculum
- Physical Environments
- Additional or enhanced provision and support
- Assistive Technology
- Increased access to the curriculum
- Increased support during examinations
- The Hive – onsite alternative provision

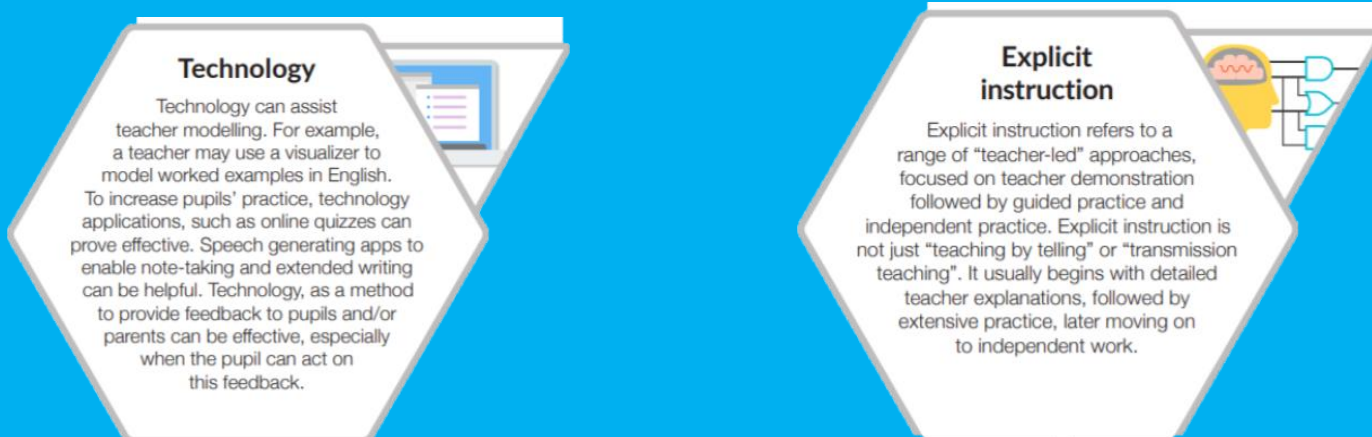


What is Snape Wood's approach to teaching pupils with SEN?



Improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND.

Please click on any of the images to link directly the SEND area of our website



How will pupils with SEND be able to engage in activities available to pupils without special needs?

At Snape Wood, we make reasonable adjustments, including the provision of supportive aids and services, to ensure that disabled children are not substantially disadvantaged compared to their peers. Thought is given in advance to what disabled pupils might require and what adjustments might be needed to prevent any disadvantage.

Where possible, provision will be made for all pupils to access all areas of the curriculum, including extra-curricular activities when this is safe to do so. We always contact parents before a planned activity if we believe a pupil may require additional support in meeting their needs. This may involve a specific risk assessment to identify any additional risks and support which will overcome any difficulties. Every trip is fully inclusive through undertaking a pre-visit risk assessment. Additional members of staff and parental support can be drawn upon to facilitate full participation.

How do Snape Wood's facilities and equipment support pupils with SEND and how accessible is the school?

Snape Wood is a single story building with multiple access points and the raised areas externally are all accessible via ramps.



For more information, please read our 'Accessibility Plan' on our school website

Who is the Special Educational Needs Coordinator (SENDCO)

Mr Dan Wright is our SENDCO

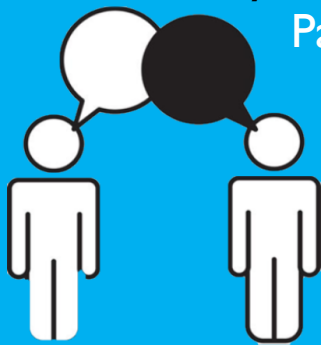
You can contact him via the school office on 0115 915 9146

Or Email at: senco@snapewood.Nottingham.sch.uk



How do we consult parents and carers of children with SEND and involve them in their child's education

At Snape Wood, we encourage parents to actively participate in their child's education. We have an open door policy where parents and carers are welcome to make appointments with the class teacher and/or SENDCO to discuss their child's progress, share information and talk about any worries they may have.



Parents may contact the school in a number of ways:

Telephone

Text

Email

Class Dojo

We also hold parents evening twice a year which provide an opportunity to review targets, discuss progress and review the effectiveness of the current provision.

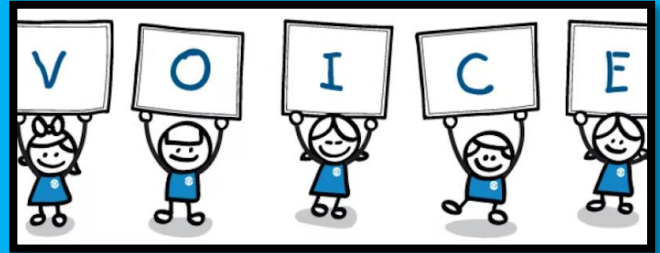
In addition to the above, parents and carers of children in receipt of top-up funding (HLN), or an Educational Health Care Plan (EHCP), are invited to attend review meetings.

All parents are informed via a letter if their child has been placed on the SEND register

We also hold periodic SEND Coffee Mornings which enable parents, carers and wider networks to come together to find out more about provision in school and help find support in a less formal environment.

How do we consult children with SEND and involve them in their education

- Pupil Questionnaires
- Self-Assessment in class
- Pupil voice in class
- Class Assemblies
- Class responsibilities



Pupil voice is frequently used to gather children's thoughts and opinions on their learning and provision.

Children with EHCPs are invited to contribute to Annual Review Meetings through the 'My Views' documentation.

How is the budget allocated to provide extra support

The school budget includes money for supporting children with SEND. The head teacher decides on the deployment of resources in conjunction with the school governors. The head teacher and the SENDCO discuss all the information they have about SEND in school, including:

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making expected progress
- The type of support to be implemented.

From this information, we decide what training, resources and support are needed.

The school identifies the needs of SEND on learning plans and, or Provision Maps. This identifies all the support which has been given in school and is reviewed regularly.

How do we evaluate the effectiveness of the provision made for children and young people with SEND?

LEADERSHIP STRUCTURE - The school has a Senior Leader who is accountable for SEND and provision. They track/support pupils with the greatest need. We have a team of Teaching Assistants who support children within the classroom and run a variety of interventions.

GRADUATED RESPONSE OF SUPPORT - ASSESS, PLAN, DO, REVIEW

Where a pupil is identified as having SEN, we should take action to remove barriers to learning and put effective special educational provision in place. SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

B SQUARED- This is the main system used at Snape Wood in order to set targets and track progress over time. This allows us to identify and break down individual barriers to learning for each pupil across core subjects in an effective way. This support is used to 'level the playing field' by providing additional support in accessing the curriculum and plug gaps in knowledge.



Provision Maps- Provision Maps are completed each term by class teachers. Teachers work closely to

Learning Plans— include a detailed outline of the pupil's need, practical strategies, areas of strength and weakness, any concerns and pupil voice. These plans are then updated regularly through a review process. Parental contribution is welcomed and there is a box for any other notes from home that may help our staff better support your child.

As well as the

Wellbeing

How do we support the overall well-being of pupils with special educational needs?

The wellbeing over every child is important to us at Snape Wood. We have a safeguarding policy in place which adheres to national guidelines. The designated safeguarding lead (DSL) is the head teacher, Mrs Choudhury. The school also have other Designated Safeguarding Leads (DSLs).

We work in close contact with parents about a child's overall wellbeing. To support the development of positive behaviours and friendship groups, we have social groups and interventions to help provide support as well as having 'Worry Monsters' for children to write down their concerns about anything which is troubling them. We also have weekly planned PSHE lessons which regularly feature themes of bullying, antisocial behaviour and friendship. These issues are also regularly addressed in whole school assemblies. Please click the SCARF image to see our PHSE Curriculum Overview



How do we prepare and support children when they are joining or leaving our school?

We Support Transition When Starting By

- Holding a meeting with the SENDCO before your child starts and after they have settled
- Make expectations clear for parents and children
- We liaise with other settings who have additional knowledge and information
- Create a 'Social Story' with pictures to help children understand their new environment
- Invite external agencies in order to support with Y6 to Y7 transitions
- Provide additional opportunities to visit new settings
- Pass on all relevant information to new setting

What specialist services and expertise are accessed by the school?

Snape Wood builds strong relationships with many external professionals and agencies in order to support children with SEND.

When we need additional professional support, we will always inform parents and carers and will often seek written permission.

Some of the following may be involved as part of the ongoing support for a child with SEND

- Speech and Language Therapy Service (SALT)
- Paediatrician/ GP services
- Child Adolescent Mental Health (CAMHS)
- Autism Team
- Behaviour Support Team
- Learning Support Team
- Educational Psychologist
- Health Advisor
- Occupational Therapy
- EHCP Officer



As well as the above, please follow the link using the image above to see more information about the support services available

The Role of the Teacher

In relation to children/young people at risk of or with special educational needs/disabilities, class and subject teachers should: Ensure early identification of:

- special educational needs;
- barriers to learning;
- appropriate interventions and actions (eg 'graduated approach', 'SEN support') in consultation with the SENCO;
- Have full knowledge of children's/young people's 'SEN support' or Education, Health and Care Plans
- Provide access to a broad and balanced curriculum;
- Understand and provide 'high quality teaching';
- Have appropriate high expectations based on assessment;
- Assume responsibility and accountability for their learning, progress and development;
- Maintain responsibility for working with them on a daily basis, even when interventions involve group or one-to-one teaching/support away from the main class;
- Regularly assess, monitor and review their progress (academic, developmental and social-emotional) during the course of the year with a view to ensuring the ultimate outcome of 'a successful transition to adult life'

The teacher's main role is to help identify and overcome barriers to learning inside and outside the classroom.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants or specialist staff.
- Teachers work closely with Teaching Assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO, teachers revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

What if I am not happy with the provision for my child?

If you feel unhappy with the service provided by our school, please speak to the school SENDCO (Mr D Wright) to discuss your concerns.

Following this, if you are still not satisfied, please use the school's complaints policy which is available via the school website.

If you would like a physical copy of the policy, please contact the school office

Tel: 0115 915 9146

Email: admin@snapewood.nottingham.sch.uk

Address: Snape Wood Primary School, Aspen Road, Bulwell, NG6 7DS