



Snape Wood Primary and Nursery School
Excellence for All

‘To provide excellence for all within a happy, safe, and stimulating learning environment’

SEND INFORMATION REPORT

Name of School: SNAPE WOOD PRIMARY AND NURSERY SCHOOL	
Policy Reviewed Date: Autumn 2024	
<u>Signed</u>	Shewley Choudhury (Headteacher)
<u>Signed</u>	Clare Colmore (Chair of Governing Body)

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, which is intended to be an important resource for parents/carers for understanding the range of provision and services in the local area, can be found at:

[Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory](#)

All governing bodies of maintained schools and academies have a legal duty to publish information on their website about the implementation of the governing body's policy for children with SEND. This information is updated annually and reflects the provision for children with SEND throughout the year.

At Snape Wood Primary School, we firmly believe that all children have a right to equal access to a broad, balanced and relevant education. We aim to be a school that is inclusive of all children for whom placement in a mainstream school is appropriate. We encourage all children to give their best and to reach their potential.

At Snape Wood Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Shewley Choudhury (Headteacher & SENDCo) to discuss your concerns.

<p>1. What kinds of Special Educational Needs are provided for at Snape Wood?</p>	<p>Snape Wood is a fully inclusive mainstream school which strives to create a sense of community and belonging for all our children. We have high expectations and ensure that all children are provided with a broad and balanced curriculum and good quality first teaching, enabling them all to progress personally, emotionally, socially and academically in all curriculum areas. We have systems in place for early identification of barriers to learning and participation and provide for the following areas of need as outlined in the SEND Code of Practice 2015:</p> <ul style="list-style-type: none">• Communication and Interaction Needs• Cognition & Learning Needs• Social, Emotional & Mental Health Needs• Sensory & or Physical Needs
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<p>2. How do we identify children with SEND and how do we assess their needs?</p>	<p>The SEND code of Practice defines a Special Educational Need as follows:</p> <p><i>“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 they:</i></p> <p><i>(a) have a significantly greater difficulty in learning than the majority of others of the same age: or</i></p> <p><i>(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”</i></p> <p>At different times in their school life, a child or young person may have a special educational need. At Snape Wood we recognise that early identification is essential to ensure effective provision is in place.</p> <p>At Snape Wood all teaching is adapted to meet the needs of our children in line with quality first teaching. children who are experiencing difficulties are identified and assessed gaining a holistic understanding of the whole child. This can be through discussions with colleagues, parents and carers, observations, progress meetings, specific standardised and/or national testing and assessments and advice from the Education Support Team (including speech and language, behaviour support & autism teams). Where children’s progress is significantly below age related expectations, despite high quality adaptive teaching, additional provision of SEND Support may need to be made. If you have any concerns regarding your child’s progress or well-being, then please speak initially to your child’s class teacher. Or contact Mrs Shewley Choudhury (Headteacher & SENDCO) to discuss further concerns.</p> <p>In some circumstances alongside parents and with advice from specialists a child may be assessed to be referred for an education healthcare plan (EHCP) (see SEND policy for further information)</p>
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<p>3. Who is our Special Educational Needs Coordinator (SENDCo)?</p>	<p>Mrs Shewley Choudhury (Headteacher & SENDCo) is our SENCO</p> <p>You can contact her via the school office on: 0115 915 9146 or email her at: senco@snapewood.nottingham.sch.uk</p> <p>Our SEND Governors are Cari Burgess and Ambreen Razak</p>
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<p>4. How do we consult parents and carers of children with SEND and involve them in their child's education?</p>	<p>Parents and carers are actively encouraged to be partners in their child's education. We have an open-door policy. The class teacher is, in the first instance the contact to discuss your child's progress or any concerns you may have. Here you can share information about what is working well at home and school, so similar strategies can be used.</p> <p>The SENDCo Mrs Choudhury is also available to discuss any concerns/worries you may have.</p> <p>You may also contact school via telephone or email if you are unable to speak directly to the class teacher in school. (see point 3 for details).</p> <p>You will be involved with the reviewing of your child's personal targets and individual 'passports' at SEN review meetings or parents evenings.</p> <p>Parents and carers of children with an Education Health Care Plan (EHC Plan) are also invited to attend a formal Annual Review.</p> <p>Parents and carers are also involved by:</p> <ul style="list-style-type: none"> • Review meetings, where we set appropriate targets, discuss progress and consider next steps. • Annual Reviews of Education and Health Care Plans. • Listen to and respect the parent/carers' views and needs, taking account of their knowledge and experience of their child. • Provide support for parents/carers who may have needs of their own and make reasonable adjustments in line equal opportunities. • Discuss external advice given to support the school so parents are aware of the support that is available from outside agencies. • SEND Coffee Mornings which allow parents/carers/wider family members to meet the SENDCo where she can offer support and advice including possible strategies to support at home.
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<p>5. How do we consult children and young people with SEND and involve them in their education?</p>	<ul style="list-style-type: none"> • Children’s Questionnaires • Assessment in class • Sharing individual learning plans and passports • Children giving their views on learning plans, and their individual passports • Specific responsibilities and assemblies <p>Children’s voice is frequently used to gather children’s thoughts and opinions on their learning and provision.</p> <p>Children with EHCPs are invited to contribute to the Annual Review process through the ‘My Views’ documentation from an early age and to attend the meetings when they are older.</p>
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6. What is our approach to teaching children with SEND?

All children have access to **high quality first teaching** alongside their peers, where learning is personalised and adaptations are in place to ensure all children can access the curriculum. Elements of quality first teaching at Snape Wood include scaffolding of learning, flexible group, explicit instruction, 'chunking' where learning/information is in short parts and where appropriate the use of technologies'.

When a child is identified as having SEND, we will provide support that is 'additional to' or 'different from'. This additional support will be tailored to meet the child's needs and is intended to overcome their identified barrier to learning.

When implementing extra, we engage in the graduated response: Assess, Plan, Do and Review.



Assess – We continually assess which involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – identifying the barriers for learning and planning the additional support (or intervention) that will help overcome these barriers. A baseline assessment takes place at the start, which provides a point of reference for measuring the progress made by the child and a target outcome is set. From this an individual learning plan is made outlining the provision and support that the child will receive. Specific information may also be reflected in individual pupil passports. These are shared and reviewed with parents and where appropriate children.

Do - providing the support.

This support may be provided in class, or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs and is documented on the child's individual learning plan and provision. The intervention may be delivered by the class teacher or specialist teacher or by a teaching assistant. Its impact will be monitored closely and shared regularly with the child and with their parents and carers.

Some children may also require access to specialist equipment/technology e.g. writing slopes, computers or recording devices.

	<p>Review – measuring the impact of the support provided, and considering whether changes to that support need to be made. The child, parents or carers, teacher, SENDCO and when necessary, outside agencies contribute to this review. This stage then informs the next cycle.</p>
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<p>7. How do we evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>Your child's progress is continually monitored by their class teacher day to day during teaching. Where appropriate children will be assessed in line with the whole school assessment approach (see assessment policy for more details) to evaluate and analyse the effectiveness of interventions and provision. Use of the assessment system B Squared allows teachers to assess against personal 'small steps' which are linked to learning plans. School data is analysed by the senior leadership team alongside the SENCO where potential gaps / patterns can be identified. Using the plan, do, review approach can then be implemented.</p> <p>Progress can also be monitored closely by the leadership team, through looking at children's books (book scrutiny), lesson observations and termly progress meetings with the class teacher.</p> <p>Where children have been identified as having additional needs, the class teacher will outline the extra provision designed to accelerate progress on the individual learning plan and share with parents/ carers. Progress against the set targets is reviewed and shared with parents and on agreed dates reviewed with the SENCO/Headteacher/Class teacher.</p> <p>The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.</p> <p>The effectiveness of SEND provision within the school is also monitored and evaluated through the following:</p> <ul style="list-style-type: none"> • SEND policy reviewed annually • SEND information report reviewed annually • Meetings with SEND Governor • Annual SEND report to Governors
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<p>8. How is the budget allocated to provide extra support?</p>	<p>The school budget includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:</p> <ul style="list-style-type: none"> • The children getting extra support already • The children needing extra support • The children who have been identified as not making as much progress as would be expected • The type of support to be implemented. <p>From this information, they decide what resources/training and support is needed.</p>
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<p>9. How do we prepare and support children when they are joining or leaving our school or moving on to a new class within school?</p>	<p>We recognise that transitions can be challenging for all children and can provide additional challenges for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.</p> <p>We support transition when starting Foundation by:</p> <ul style="list-style-type: none"> • Visits to Foundation • Expectations meetings for parents • Invitations to outside agencies working with children such as portage worker • Liaising with previous settings and other professionals to share information <p>We support transition from another school by:</p> <ul style="list-style-type: none"> • Visit to new class and meet the teacher where possible • Opportunity for parents to meet the new teacher where possible • Liaison between SENDCOs to share information • Collection / delivery of data • Support for transitions from outside agencies e.g. Behaviour Support Service • Passports, Provision Maps or EHC plans for children with SEND put in place will be shared • Social stories/transition booklets where needed <p>We support transition between classes/ Key stages, examples:</p> <ul style="list-style-type: none"> • Transition time to visit to new class and meet the teacher • Meet the new teacher sessions for parents / carers
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	<ul style="list-style-type: none"> • Liaison between SENDCo, class teachers and parents/carers • Liaison meetings between teachers to share information • Transition ‘booklets’ which may include photos to visualise new surroundings/staff / social stories • Additional adult support during transition days • Teaching assistants liaise to share information • SEND children will have opportunities to work with their new teacher and TPs during summer term • Support for transitions from outside agencies e.g. Behaviour Support Service & Inclusive Education Services <p>We support transition to Secondary School by:</p> <ul style="list-style-type: none"> • Liaise with Secondary School SENDCo to secure additional visits • Support for transitions from outside agencies e.g. Behaviour Support Service & Inclusive Education Services • Close links with local Secondary Schools • Transfer days • Transition Passports/ booklets /social stories where appropriate • Information sharing, SENCO discussions to share learning plans/needs and individual passports. • Where an EHCP is in place we attempt to review before moving to secondary placement
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<p>10. How do we help to prepare children for adulthood?</p>	<p>Our school is committed to working with all of our children to ensure that they develop confidence and take pride in becoming responsible citizens who will contribute positively to society. We promote these values through a curriculum which has a centre based on PHSE and wellbeing, a positive behaviour system and high expectations for all.</p>
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<p>11. How do we adapt the curriculum and learning environment for children and young people with SEND?</p>	<p>Children’s needs are identified and reviewed regularly to enable us to cater for individual needs. Adaptations to the curriculum and learning environment can include:</p> <ul style="list-style-type: none"> • Additional resources to support access to the curriculum for example pencil grips/coloured overlay/visual timetables • Identified with their pupil passports • Adaptations to overcome barriers to learning including resources and staffing deployment • Use of manipulatives to aid understanding • Flexible curriculum work for those with significant needs • Interventions providing additional teaching time where needed
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	<ul style="list-style-type: none">• SENDCo ensures all staff understand the needs children with SEND• Facilitate wheelchair accessible toilets/building• Recommended use of technologies for example sound tins,/ laptops
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<p>12. How are the teachers in school supported to work with children with SEND and what training do they have?</p>	<p>SENDCo</p> <ul style="list-style-type: none"> • SENDCOs are qualified, experienced class teachers • SENDCOs attend network meetings and relevant current training • SENDCOs ensure all staff are informed of SEND developments • SENDCOs seek advice from specialists and SEND advisors for additional expertise <ul style="list-style-type: none"> • The SENDCo helps to support the teachers in planning provision for children with SEND. <p>All Staff (see training log)</p> <ul style="list-style-type: none"> • All class teachers are highly trained to support children with a wide range of needs • Regular planned training and professional development • Access support and training from specialist outside agencies such as behaviour support/learning support team where needed (see below) • Some Staff are EpiPen trained, first aid • Some staff where needed are/will be trained to support children with specific medical conditions e.g. diabetes. <p>External Supporting Bodies</p> <ul style="list-style-type: none"> • Other professionals are consulted when further expertise and knowledge is required to support the needs of the children and their families. • Speech and Language therapist to advise staff, deliver programmes and provide resources • SEND advisor to offer advice, support, strategies and assessments • Occupational therapists and physiotherapists for children who need additional support • Educational Psychologists • Support from specialist teachers e.g. dyslexia • Behaviour Support Service • Support services to support children with Autistic Spectrum condition • Support from Local Authority Services when required for training and advice • Looked After Children Support Service support children under the care of the local authority.
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<p>13. How are children and young people with SEND able to engage in activities available and young people in school who do not have SEND?</p>	<p>We ensure that all children have equal opportunities. Throughout time in school all children have the opportunity to work in flexible groups within class and unstructured times. Our children are encouraged to participate with a wide range of extracurricular and enrichment activities, which are provided during or after school. Our children are encouraged and guided as to how to be an active citizen in and out of school. All children are encouraged to take part in residential at different stages of their progress in school. An Individual risk assessment is compiled for those children with SEND and extra support is provided to enable all children to participate in extra-curricular activities unless Health & Safety is compromised. The accessibility of venues is carefully considered during the planning stages to enable all children to participate.</p>
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<p>14. How do we support the emotional development and overall well-being of our children?</p>	<ul style="list-style-type: none"> • Annual – actively participate in Anti-Bullying Week • Behaviour policy includes guidance on expectations which is implemented across the school • Staff model treating everyone with respect • Assemblies and supports the schools Pride ethos and vision • PSHE lessons promote and support the social and emotional development of the children as well as providing a platform to discuss issues around bullying • Cyber bullying is covered with both computing and PSHE curriculum and using the SCARF curriculum based on Safety, Caring, Achievement, Resilience and Friendship • The Behaviour Support Service provides support for children with Emotional and Social issues • R2i (Routes to Inclusion) resources are available
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<p>15. Who are the people providing services to children with SEND in our school?</p>	<p>Our School provision includes:</p> <ul style="list-style-type: none"> • SENDCo coordinating provision across the school • All staff are trained to deliver quality first teaching to all children including those with SEND. All teaching staff adapt to suit the individual learning needs of all children. • Teaching assistants are well trained to support all including children with additional learning needs. • Ongoing Continual Professional Development (CPD) opportunities. <p>We liaise with a range of other professionals and voluntary organisations to support children and their families.</p> <p>Local Authority Provision: Educational Psychology Service Behaviour Support Team Autism Team Inclusive Education Service</p> <p>Health Provision links: School Nursing team Occupational Therapy Physiotherapy CAMHs (Child and adolescent mental health service) Speech and Language team</p> <p>NST Provision: CPD opportunities for all staff SENDCo Network meetings</p> <p>We also work closely with families to help signpost them to additional services and support. Whenever an additional agency is considered for providing support to a child and/or their family, discussions will take place to make clear the purpose for the possible involvement. Written parental consent will always be obtained from parents/carers. Parents/carers will be kept informed of any feedback or where appropriate through the sharing of written reports.</p>
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<p>16. What are our arrangements for handling complaints from parents of children with SEND about the provision made by the school?</p>	<p>We always try to do our very best to work with parents/carers and listen to any concerns you may have and therefore ask that you contact your child's teacher first. If you feel that the matter is unresolved you can speak to Mrs Choudhary(headteacher/SENCO). However, if a parent/carer continues to be unhappy with the provision for their child, they can refer to the Complaints Policy which can be found on the school website or which can be obtained from the school office.</p>
<p>17. How do we support children who are Looked After and have SEND?</p>	<p>See our Looked After Policy for details about how Looked after children are admitted and supported in school.</p>