

SPECIAL EDUCATIONAL NEEDS & DISABILITY Information Report

This document has been produced under the requirement of Regulation 51 and Schedule 1 of the Special Educational Needs and Disabilities Regulations 2014, under section 69 of The Children and Families Act 2014, the SEND Code of Practice 0 - 25 years (Jan 2015) and the development of the Hampshire County Council Local Offer.

1. The kinds of Special Educational Needs for which provision is made at the school.	- Nightingale Primary School is a mainstream primary school which strives to provide the best learning opportunities for all pupils. The school, including the governing body, recognise that all pupils are individuals who each have different learning needs. We work hard to ensure all pupils are given the right balance of support and challenge in an all-inclusive environment. - We currently have pupils with the following needs on our SEND register: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and/or Physical needs.
2. How does the school know if children need extra help and what do I do if I think my child has special educational needs?	- The school has a policy for the provision for pupils with SEND which is available on the school website: www.nightingale.hants.sch.uk - We liaise and work closely with our cluster school colleagues during times of transfer from local pre-schools and nurseries and onto Crestwood Community College as well as liaising with other schools when necessary. - We follow the SEND Code of Practice to enable us to assess and provide for our pupils. - Class teachers continually monitor and assess all our pupils as well as their welfare and will raise concerns about progress or learning with parents and other senior colleagues. - Assessment of pupils' learning may include a range of diagnostic tools including reading and spelling tests. - We liaise with external agencies and health professionals when and where necessary, with parental involvement. - Parents are encouraged, in the first incidence, to raise any concerns with their child's class teacher, who may then seek advice and support from other members of staff in school. - Pupil Passport are accessible to all Teachers and Teaching Assistants for all pupils on the SEND register via EduKey. - Teachers offer high quality inclusive teaching which provides appropriate support and challenge. We take into account a wide variety of factors before putting any pupil on the SEND register. - The SENCO, Assistant Headteacher and Welfare Lead, supported by the SEND Governor, regularly check how well SEND support is helping pupils in our school.

and how will you support me to support my child's learning?	• All pupils should make at least expected progress in line with their peers. The progress of all pupils is reported to parents in line with school policies. • Progress of pupils on the SEND register is monitored across the whole curriculum and is line with whole school monitoring and reporting systems. • Through monitoring, observing and assessing a pupil's needs, staff work with the SENCO to put in place appropriate support and provision. • Progress is shared with parents through termly parent/teacher meetings, termly attainment feedback in the core subjects and written personal statements, core and foundation subject reports in the spring term. • We assess interventions termly and these inform the SEND register and are reported to Class Teachers. • Parents are encouraged to discuss any concerns regarding progress or their child's wellbeing with their child's class teacher. • If a pupil has a more complex SEND, a TPA (Transition Partnership Agreement), or an Education Health Care Plan may be put into place, which means a formal meeting will be held annually to discuss progress and a written report will be produced. • Pupils with an Education, Health and Care Plan (EHCP) will have a formal annual meeting where their views and those of the parent/carer will be sought. • The SENCO is always happy to meet with parents and appointments can be made, through the school reception or on the school telephone number (02380 613588).
4. How will the school staff support my child?	• The governors agree priorities for spending within the SEND budget with the overall aim that all pupils receive the appropriate support they need in order to make progress. • Every teacher is responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from Teaching Assistants and specialist staff. • Regular communication takes place between the Class Teachers, Learning Coaches, the SENCO, parents and pupils to ensure good progress. • School staff are deployed as appropriate to the pupils' needs which could include a range of approaches such as in class support, out of class interventions, small group support or directed work. • All pupils on the SEND register have a Pupil Passport; this is shared with parents at Parents' Evenings. The Personal Learning Plan is reviewed and updated termly.
5. How will the curriculum at the school be matched to my child's needs?	• Nightingale Primary School is fully inclusive. All staff have a part to play in ensuring that pupils with SEND are not disadvantaged in their access to learning. • Quality First Teaching within mainstream lessons is the most important factor in helping pupils with SEND make good progress.

	• Targeted TA support is available in some lessons to support pupils to become independent learners. Pupils on the SEND register will always remain the responsibility of the class teacher, regardless of need. • The school delivers an exciting, stimulating curriculum delivered in the most multisensory manner possible in order to engage all pupils. • Some pupils will access interventions that take place out of the classroom. These interventions are regularly assessed to ensure that they meet the needs of the pupil.
6. How is the decision made about what type of and how much support my child will receive?	• Teachers are at the forefront of identifying needs and next steps for pupils. Where a pupil is identified as having SEND, teachers will take action to support them efficiently by removing barriers to learning and will put effective special educational provision in place. The SEND cycle will take the form of a four part cycle: Assess, Plan, Do and Review, with the teacher working alongside the SENCO, parents and pupil. (See the Graduated Approach in the SEND policy) • In addition to the curriculum, interventions will be implemented where appropriate. All interventions are structured: they demonstrate progression and are time-limited. Progress and successes are shared with the pupil and Class Teacher. • Appropriate access arrangements will be put into place, according to guidance, for school's informal and statutory formal examinations and testing. • In addition to class room teaching, additional sessions, learning support, differentiated materials and requirements, additional resources and equipment and individualised learning may be provided. These may be provided through liaison with the Specialist Teacher Advisory Service for Hearing Impairment, Visual Impairment, Physical Difficulties and Communication and Interaction. • Advice from external agencies will be utilised in planning support and identifying outcomes.
7. What activities are available for children with SEND in addition to those available as part of the school's curriculum?	• We highly value opportunities for learning outside the classroom and believe all pupils should be able to participate in these experiences wherever possible. • Prior to trips and visits staff complete risk assessments which consider the needs of pupils with SEND, making changes and modifications where necessary. Our priority is to enable, where possible, all pupils to participate. • If additional support or arrangements are required, we will share these with parents. • We aim to ensure that all pupils, including those with SEND, have the chance to participate in school clubs. • Provision is available at lunchtimes for children with SEMH needs who require a more structured lunchtime environment. This is arranged individually to meet the needs of the child. • The school runs Sensory Circuits twice daily, led by our Ready to Learn Coach. Sensory Circuits are short, structured physical activities designed to help children regulate their emotions, improve focus, and

	prepare their minds and bodies for learning. • The school has a dedicated Sensory Space. This is a calm and supportive environment equipped with resources to help children regulate their emotions, reduce anxiety and re-engage positively with their learning.
8. What support will there be for my child's overall wellbeing?	• The social and emotional wellbeing of our pupils is valued and we have worked to develop and maintain a strong community ethos. • The school has a designated Mental Health Lead who oversees the curriculum, ensuring that age-appropriate, relevant and contextual mental health education is embedded across appropriate subjects • Personal, Social, Health and Citizenship Education (PSHCE), including the use of the Jigsaw programme, provides the opportunity for pupils to discuss issues such as self esteem, relationships, friendships and teamwork. • A trained Emotional Literacy Support Assistant (ELSA) may be able to offer individualised and group pastoral support for pupils, in discussion with parents, to support a pupil's wellbeing. • The school has two Drawing and Talking Practitioners. Drawing and Talking is a therapeutic intervention that helps children express their feelings and experiences through the use of drawings, providing a safe and supportive way for them to process emotions and develop their emotional wellbeing. • To identify gaps in emotional development and provide targeted support to close them, the school is able to offer THRIVE sessions delivered by our qualified Thrive Practitioner. • Our liaison with outside agencies, health and social care professionals is undertaken, with parental involvement.
9. The name and contact details of the SEND Inclusion Manager (Inc Mgr).	• The SENCo, Mrs Veronique Anning, can be contacted via the school reception or on the school telephone number on Tuesdays and Wednesdays (02380 613588). At all other times, a message may be left for her.
10. What training is provided for staff supporting children and young people?	• We have links with a range of outside agencies which may offer advice and specific guidance to our school and to families. Referrals may be made to these services, with parental involvement, where pupils meet the criteria. Agencies include: ○ Educational Psychologist ○ Therapists for speech and language, physiotherapy and occupational therapy ○ Specialist Teacher advisors for hearing impairments, visual impairments, physical difficulties and communication and interaction. ○ Health services including school nurse ○ Medical advice such as paediatricians or clinical psychologists

	○ Social care and Early Help Hub ○ Outreach services provided by Shepherds Down school ○ Primary Behaviour Service ○ CAMHS (Child and Adolescent Mental Health Services) • Our SENCO oversees provision within the school and provides training for Teachers and Teaching Assistants. • Training provided reflects the needs of the staff and the pupils we work with.
11. How accessible is the school (indoors and outside)?	• Our accessibility is in line with our Accessibility policy and there is wheel chair access to the school. Classrooms are on two levels, however every effort is made to accommodate needs as necessary. • Reasonable adjustments have, and will be, made to improve accessibility if necessary.
12. How are parents, carers and children involved in the school? How can I get involved and who can I contact for further information?	• Nightingale Primary School prides itself on the relationships it has with parents and it is always our aim work as closely as possible with parents/carers and to involve them in making decisions about the best ways to meet the needs of their pupil. • Additional opportunities for parents/carers to discuss their child's progress and wellbeing can be made at any time. These can be asked for by the parent/carer or may also be arranged by the school to review targets or following agency advice. • Where a pupil's SEND needs are identified and recorded on Pupil Passports, these are shared at parent/teacher meetings. Pupils will be supported so they are able to meaningfully communicate their ideas if required. • Formal planning around Transition Partnership Agreements (TPAs) and Education Health Care Plans (EHCPs) will incorporate formal recording of pupils' views. These may be recorded directly by the pupil or appropriate support will be put in place in order for their views to be shared and recorded. • Interventions are shared with parents during Parents' Evenings when pupils' successes and progress are also shared with them. • Pupils have the opportunity to contribute to their Pupil Passports and to EHCP Annual Reviews and TPAs where appropriate. • We hold termly SEND Coffee mornings and workshops on particular topics and areas of need. We have specialists such as OT or SALT come and lead these sessions.
13. What steps should I take if I have a concern about the school's SEND provision?	• If parents/carers are unsure or concerned about any aspect of support or provision for their child they should contact the school office to make an appointment to see their child's class teacher or SENCO. We are always happy to discuss any concerns that you may have • If you feel your concern is not resolved, please refer to our complaints procedure which can be found on

	our website www.nightingale.hants.sch.uk
14. How will the school prepare and support my child to join the school, or to transfer to the next stage?	• At Nightingale Primary School, liaison regarding entry to and exit from the school is given high priority. Significant liaison takes place between staff both prior to and post transfer and the pupils are involved in numerous events including transfer days, visits and events. For the pupils and parents this enables smooth transition and familiarisation with new staff and learning environments. • For Year 6: There are Open Evenings held at secondary schools during the Autumn Term. All pupils attend a taster day at their new secondary school during the second half of the Summer Term. During the Summer Term, the Year 7 Leaders from the local secondary schools visit the Year 6 pupils at our school. SEND pupils transferring to these schools will have additional transition visits. The Year 7 Leaders also come and meet with our staff to discuss the needs of the cohort. A bespoke transition may also be offered for pupils who it is deemed necessary. • For Year R: Nightingale Primary School holds an Open Afternoon in the Summer term prior to their structured induction. This is followed by 3 settling sessions in their new classes and is coupled with a parent information meeting. Class teachers also visit local preschools. Home visits are carried out in the Autumn term and are followed by a staggered entry over the course of a week. • For pupils with Education and Health Care Plans, the Annual Review in Year 5 will be held in time to discuss transfer to Key Stage 3 at Secondary School. For the Annual Review in Year 6, a representative will be invited from the pupil's secondary school.
15. Where can I get further information about services for my child?	• The SEND information included in this document is provided as part of the Local Authority's Local Offer. The website for Hampshire's Local Offer can be found at: https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page • Parents can request further support and information from Hampshire SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) who can be contacted on 0808 164 5504 or via: info@hampshiresendiass.co.uk. Their website can be viewed at www.hampshiresendiass.co.uk.

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