



Nightingale Primary School

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Supporting pupils with additional needs

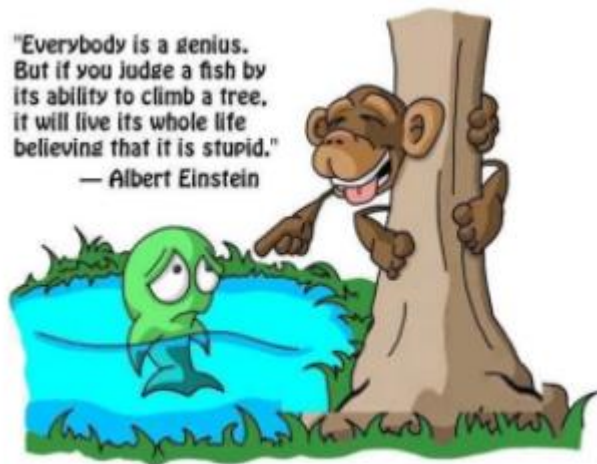
Leaflet for Parents and Carers



'Inspire to Aspire'

What we do

Our job, at Nightingale Primary School, is to help your child achieve the very best they can at school. Whilst your child is at Nightingale, you may feel that they need some additional help or support with their learning.



This leaflet is to let you know the types of support available. It will help you understand who can help your child.

All children receive high quality teaching at Nightingale Primary School. This means that a range of teaching and learning styles are used and that learning

objectives are set to match the specific needs of your child.

Some children might need additional support; this might be through extra support from the class teacher, a learning support assistant, and/or differentiated resources.

Some children might also need support at break/lunchtime. We offer alternatives to play times and lunch break to suit the needs of the child.

All teachers, Learning Support Assistants and Senior Leaders regularly review the progress and attainment of all the children at which time provision may be reasonably adjusted to meet identified needs. You will normally be informed about your child's general progress and targets at different times during the year through parents' meetings, extra SEND parents' meetings, Pupil Passports and through your child's 'Annual Report'.

Some children may have difficulty in different areas of their learning and usually intervention can overcome these barriers; These children

will be considered to have '*additional needs*' and they will be put on the 'SEND register'. This does not necessarily mean that they have '*special educational needs and disability*', but that they have been identified as needing additional support and they will be monitored more closely to ensure that their needs are met and that any gaps in learning are closing.

Schools and other agencies can help most children overcome their difficulties. However, a few children will need extrahelp for some or all of their time in school.

This means they may have difficulty with:

- Some or all of their work in school,
- Reading, writing or maths,
- Understanding information,
- Expressing themselves,
- Understanding what others are saying,
- Organising themselves,
- Some kind of sensory or physical needs which may affect them in school,
- Managing their emotions,
- Making friends or relating to adults,
- Speech and language.

Meet the team

The Code of Practice says that every teacher is a teacher of SEN.

Your child's class teacher will make sure that tasks are appropriate and accessible for your child. We also have a range of leadership staff, teachers and learning support assistances to ensure each child has the best experience possible at Nightingale Primary School.

Mrs Gosling: Deputy Head Teacher and Inclusion Leader who leads with the Inclusion team and all staff to ensure that the school is as inclusive as possible.

Mrs Sharp: Welfare Leader who is responsible for monitoring the Welfare of the children at NPS. She works within the Inclusion Team and oversees the school's welfare provision, including positive behaviour support, ELSA, Thrive and Drawing and Talking sessions. She liaises with outside agencies and works with parents who are experiencing difficulties with their children and offers support.

Mrs Saunders: SENDCO who is responsible for making sure that any child with additional needs has the best support possible to ensure their needs are being met.

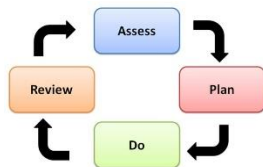
Mrs Burton: Works with children who have speech and language needs. She supports staff to ensure that we use a whole school communication approach to support language development.

Mrs Budd: Supports the emotional needs of pupils by delivering targeted ELSA (Emotional Literacy Support Assistant) sessions.

Working within the Guidelines of the Special Educational Needs Code of Practice (2015)

SEN Support

Children on SEN support require some kind of 'additional or different support' that is normally provided through high quality teaching within the classroom to their peers. In consultation with parents, we may feel it would be in the best interest of the child to seek advice and support from external agencies e.g. a Speech and Language Therapist (SaLT), an Educational Psychologist (EP), an Occupational Therapist (OT), or a Support Teacher for Hearing and Vision.



To support and monitor these pupils, we follow a cycle of **assessing** where we look to identify a pupil's strengths and difficulties, **plan** extra support in the way of interventions or adjustments in class, **deliver** this support and then regularly **review** this to ensure there is impact. This is documented in our Pupil Profiles which will be shared with you each term. This is part of the Graduated Response to SEND.

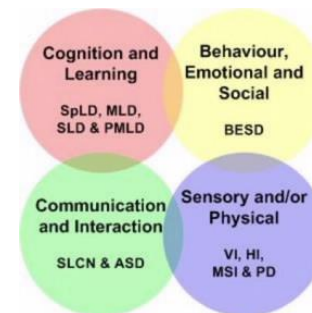
Education Health Care Plan (EHCP)

If, after a period of monitoring, a child is still not progressing on the SEND support stage of special needs, we would consult the parents.

In a small number of cases, if a child's needs are severe and/or complex, we will need to apply to the Local Authority (LA) for an EHC assessment which might result in an EHCP. This will depend on evidence supplied by the school and external agencies. Funding can go along with the EHCP to support the school in providing what is needed for the child. This is a legal document which is monitored closely and there is an annual review each year to make sure it is updated and progress is being made.

What are the categories of SEND?

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical need



What about transition times?

We make every effort to ensure transitions are managed successfully. Transition for all pupils take place in July during the Summer Term where children meet their next class teacher and new classroom in preparation for September. Additional visits can also be arranged to re-assure children and parents.

We work closely with children who are transitioning between Key Stages, from Early Years Providers to Primary and Year 6 to Secondary School. Depending on the needs of the child, extra provision is put in place e.g. social stories, photographs, individual passports, extra transition days, collaborative meetings with the parents, school and the Special Educational Needs Coordinator (SENCO).

How we work with parents and outside agencies.

At Nightingale Primary School, we value the support and feedback from all our stakeholders. We have an active school council and conduct pupil voice activities through the year. We welcome parents into the school during SEND coffee mornings and parents' evenings. We also offer some parent workshops to help you support your children at home. We also have 'Pop-Up' events with outside agencies for parents to gain support. Look out for these dates in our newsletter. We firmly believe that a strong partnership with all stakeholders and close collaboration results in the best outcomes for our children.



What should I do if I have concerns?

Please talk to your child's class teacher first. They know your child best and have many strategies that they can share with you. If you still have concerns after meeting with your class teacher, you are very welcome to make an appointment with our SENDCo, **Mrs Saunders**. Appointments can be made through the school office:

Tel: 02380 613588

Email: adminoffice@nightingale.hants.sch.uk

How are staff trained to support children with SEND?

To ensure our staff have the skills and knowledge to support children with SEND, there is a programme of on-going training, both in-house and through external providers.

As part of our support for all children in school, we have regular opportunities to consult with support services and health agencies through a multi-agency approach to support the family as well as the pupil.

Where can I find out more information?

Local offer: Hampshire's Local Offer for Special Educational Needs and / or Disabilities / Family Information and Services Hub (hants.gov.uk) This outlines the support offered within Hampshire to support children with additional needs.

SEND Policy and Information Report: On our website, you will find our SEND policy and information report which gives a lot of information about how we support children with additional needs.

www.nightingale.hants.sch.uk/information/send/

Useful Contacts

If you would like advice from professionals outside school, you may find the following helpful:

- **SEND Hampshire Local Offer:**
hants.gov.uk/kb5/hampshire/directory/localoffer.page
- **Parenting Support in Hampshire:** [Hampshire Specialist Parenting Support Service | Barnardo's \(barnardos.org.uk\)](https://www.barnardos.org.uk)
- **Family Support | Family Information and Services Hub** (hants.gov.uk)
- **Emotional support for children:** [Home - HYA \(hampshireyouthaccess.org.uk\)](https://www.hampshireyouthaccess.org.uk)
- **School nurse and medical support:** [Children and Family Services :: Southern Health NHS Foundation Trust](https://www.childrenandfamilytrusts.nhs.uk)
- **Winchester and Eastleigh SEND Team:** [Special Educational Needs \(SEN\) Service | Children and Families | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk) TEL: 01329 316165 EMAIL: winchester.sen@hants.gov.uk
- **SENDIASS Hampshire:**
www.hampshiresendiass.co.uk TEL 0808 164 5504
EMAIL: info@sendiasshampshire.co.uk
- **Autism Hampshire:**
www.autismhampshire.org.uk
- **Hampshire Dyslexia Association:** www.hantsda.org.uk
- **Hampshire Dyspraxia Support:**
<https://www.dyspraxiafoundation.org.uk/>
- **Speech and Language, Occupational Therapy and Physio support:** www.solent.nhs.uk/our-services/services-listings/childrens-therapy-service-southampton/
- **Speech and Language support videos:**
www.cnwl.nhs.uk/services/community-services/hillingdon-talks/advice-sheets-and-useful-videos-parents-and-professionals/video
- **Sensory Processing Needs:**
www.camhsnorthderbyshire.nhs.uk/learning-disabilities-sensory-processing
- **ADHD:** hampshirecamhs.nhs.uk/issue/adhd-2/

