**Nightingale School’s Information Report**

**An overview of the school:**

We are a one form entry primary school in the London Borough of Hackney. Our motto is ‘Working Together to Build a Better World’ and our aim is to provide the best education possible to all our pupils in a stimulating, creative and reflective environment. We value the contribution that every member of our school community makes to our school family and we celebrate our diversity. We firmly believe that ALL our children can and will achieve to their fullest potential.

**Identifying children’s individual needs:** How does the school know if my child needs extra help?

All children at Nightingale primary school are assessed termly and their progress tracked to insure they are making expected or accelerated progress. Any concerns are flagged up on a sheet with a summary of the assessments carried out called tracking sheets. These are closely analysed by the Senior Management team (SMT) during. The class teacher also attends the Pupil Progress meeting where they are able to raise any concerns.

Your child’s class teacher is responsible for:

• Checking progress and identifying, planning and delivering any additional help your child may need (e.g. like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo/Inclusion Manager) know.

• Writing an Individual Education Plan (IEP) which is shared and reviewed with parents at least once each term.

• Personalised teaching and learning for your child as identified on the school’s provision map. Your child will receive extra support by being placed in either a focus group during lessons or they may need an intervention specific to their individual needs. Their progress is monitored weekly and reviewed termly. Further assessments are carried out if necessary which informs us of any additional needs which may involve support from outside agencies (e.g. a Speech & Language Therapist).

• Ensuring that the school’s SEND Policy is followed for all the pupils they teach with any SEND

If your child is identified as not making progress or if the class teacher has a particular concern, the school will contact you to discuss this in more detail at a meeting.

If your child has an Emotional or Social Development need that requires support we have a Pastoral Care Team (PCT) with a range of therapists who support children with:

1:1 Therapy

1:1 and small group Therapeutic activities / Lunch time clubs

Lunch time playground buddies



**The SEN Code of Practice 0 – 25 years, 2014, outlines four main areas of need:**

|  |  |
| --- | --- |
| Area of Need | Definition |
| Communication and interaction | Children and young people with speech, language and communication needs  (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. |
| Cognition and learning | Support for learning difficulties may be required when children and young  people learn at a slower pace than their peers, even with appropriate differentiation.  Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. |
| Social, emotional and mental health difficulties | Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.  Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. |
| Sensory and/or physical needs | Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) a multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning. |

**Dedicated Contacts in School:** Who do I contact if I have questions or concerns about my child?

If you have concerns about your child’s progress you should speak to your child’s class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Assistant Head Teacher Inclusion or Head teacher to arrange a parent consultation.

If you are still not happy you can speak to the school SEND Governor: Richard Lee

HIP is also available to all parents for advice about SEN children.

**Support Available for SEND Pupils:**

Individual Programmes are taught on a 1:1 basis, meaning that a child and a professional work together to achieve highly differentiated and focussed targets. These targets will have been set with support from external agencies. Only the children with the most severe SEN will require this support.

This type of support will happen in addition to lessons taught in class. This type of support is for children that need a little extra help to access the curriculum fully. These will be short term interventions. These targets may have been set with support from external agencies.

This type of support will happen in the classroom. Teachers will focus on a particular child or group of children in order to achieve specific targets.

**Individual**

**Programmes**

**Small Group Support**

**In Class Focussed Support**

**Involving children and parents/carers in planning support:** How will I know how you are supporting my child? How will I be involved in discussions about my child’s education?

The class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The AHT Inclusion is available to meet with you to discuss your child’s progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. IEP’s will be reviewed with your involvement each term.

Homework will be adjusted as needed to your child’s individual needs.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.  
Children and parents are invited to attend/plan reviews and planning meetings. This enables parents and childrren to express views, wishes and feelings and be involved in decisions. Communicating their achievements and desired outcomes ensures support is tailored to their needs.

There are half-termly planning meetings to enable parents to continue to contribute to the planning process.

**Range of support available to pupils with SEND:** What specialist services and expertise are available or accessed by the school?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

* That the teacher has the highest possible expectations for your child and all pupils in their class.
* That all teaching is based on building on what your child already knows, can do and can understand.
* Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
* Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
* Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress. All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children.

This group, often called Intervention groups by schools, may be:

* Run in the classroom or outside.
* Run by a teacher or most often a Teaching assistant who has had training to run these groups.
* Stage of SEN Code of Practice: School Action

This means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

* He/ She will engage in group sessions with specific targets to help him/her to make more progress.
* A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher’s plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

**Stage of SEN Code of Practice: School Support**

Which means they have been identified by the class teacher/AHT Inclusion as needing some extra specialist support in school from a professional outside the school. This may be from:

* Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)
* Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

* Your child will have been identified by the class teacher/AHT Inclusion (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
* You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward.
* You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school.
* The specialist professional will work with your child to understand their needs and make recommendations, which may include:
* Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
* Support to set better targets which will include their specific expertise
* A group run by school staff under the guidance of the outside professional e.g. a social skills group
* A group or individual work with outside professional
* The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.
* This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

**Stage of SEN Code of Practice: Education Health Care Plan**

Specified Individual support for children who have additional needs that cannot be met by school support.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/AHT Inclusion as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

**Medical Needs:** If my child has medical needs, how will they be supported?

The children with specific medical needs are given a health care plan outlining their condition, current medications and their daily care requirements. All staff who come into contact with the child on a daily basis are given information and training on their condition to ensure their individual needs are met. Emergency contact numbers are accessible to all who require them. The school nurse will liaise with all the necessary agencies and be the link between home and school. All health care plans are reviewed regularly.

* Parents hold key information and knowledge and have a **crucial role** to play. Both parents and pupils will be involved in the process of making decisions.
* Parents are asked to keep the school informed about any **changes in the treatment** their children are receiving, including changes in medication.
* Parents will be kept **informed** about arrangements in school and about contacts made with outside agencies.

Parents and pupils will be **consulted** before any home tuition begins.

**Measuring pupil’s progress:** How will I be kept informed of how my child is doing in school?

* Your child’s progress is continually monitored by his/her class teacher.
* His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science.
* If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called ‘P levels’.
* At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
* Children at School Action Plus will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.
* The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education.
* The AHT Inclusion will also check that your child is making good progress within any individual work and in any group that they take part in.

Additional assessments may be used if a child has a specific learning difficulty or gaps in their learning.

**Support and training for school staff:** Have any staff received specialist training in SEND? How are school staff supported to work with pupils with SEND?

* The AHT Inclusion’s job is to support the class teacher in planning for children with SEND.
* The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class

**School Resources:** How are the school’s resources allocated? How is the decision made about how much support my child will receive? How will I be involved in this decision?

* The school budget, received from Hackney LA, includes money for supporting children with SEND.
* The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
* The Head Teacher and the AHT Inclusion discuss all the information they have about SEND in the school, including:
  + 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

And decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as need

**Accessibility of the school:** How is the school accessible to pupils with SEND? e.g. fully/partially accessible, facilities for personal care, specialist teaching areas?

All pupils have the entitlement to a broad, balanced and relevant curriculum. The majority of pupils with SEND are taught, with their peers, in mainstream classes by their class teacher and study the curriculum appropriate for their age. All teaching staff have a good understanding of the National Curriculum and ensure their planning, teaching and assessment meets the needs of all pupils, including those with SEND.

• The building is accessible in that it is single level throughout. Access into all classrooms, halls and the outdoors is ground level and appropriate for use with wheel chairs and walking aids.

• We ensure, wherever possible, that the equipment used is accessible to all children regardless of their needs.

• After school provision is accessible for all children including those with SEND

• Extra-curricular activities are accessible for children with SEND

To ensure the school site remains accessible to pupils, parents/carers and staff with disabilities, Nightingale Primary School keeps up to date records in an Accessibility Plan.

**Inclusion:** How will my child be included in activities at school, after school clubs, and on school trips?

* The building is accessible to children with a physical disability.
* We ensure that equipment used is accessible to all children regardless of their needs.
* After school provision is accessible to all children including those with SEND.
* We recognise that you as the parent are an expert in your child’s needs and we welcome your advice.
* If necessary dedicated staff are allocated to children to ensure they can have full access to all aspects of school life.

Risk assessments are carried out before every trip to ensure that all children can benefit from the experience.

**Transitions:** How will the school prepare my child when joining the school or when transferring to a new school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

* If your child is moving child to another school:
  + - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
    - We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

* + - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEP will be shared with the new teacher.
    - If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

* + - The AHT Inclusion will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
    - Your child will be involved in focused learning about aspects of transition to support their understanding of the changes ahead.

Where possible your child will visit their new school and in some cases staff from the new school will visit your child in this school.



**Transport:** My child needs help with transport to school. How can you help?

A request would be made to the Learning Trust for the provision of transport. Children requiring transport to and from school on a daily basis would be eligible for this service.

**Support and training for parent/carers:** How will you help me to support my child’s learning? What support and training is available for parents/carers?

The SENCo will meet with the parents of children with specific needs that have been identified to discuss their targets and how best the parent can support their child to achieve their targets.

**Further information for parents/carers, pupils and practitioners:**

[www.nightingale.hackney.sch.uk](http://www.nightingale.hackney.sch.uk)

Hackney Ark

SEND department of Hackney Learning Trust