**SEND INFORMATION**

**REPORT**



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| **Approved by:** | **Full GB** | **Signature:**  |
| **Reviewed by:**  | **SEND Committee** |
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# 1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

* Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
* Cognition and learning, for example, dyslexia, dyspraxia,
* Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
* Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
* Moderate/severe/profound and multiple learning difficulties

# 2 Identifying pupils with SEND and assessing their needs

Nightingale is committed to early identification of SEND in line with the SEND Code of Practice. Where a pupil is identified as having SEND, we will act to remove barriers to learning and put additional provision in place. This graduated approach will involve a four-part cycle: **Assess**, **Plan**, **Do**, **Review** through which earlier decisions and actions are revised with a growing understanding of the pupil’s needs. If there is evidence that a pupil is making insufficient progress despite significant support and intervention, then it may be necessary for them to be placed on SEND support and to seek further advice and support from outside professionals. In some cases, the school might need to apply for an EHC Plan for from the LEA to secure additional funding for SEND provision.

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match or better the child’s previous rate of progress
* Fails to close the attainment gap between the child and their peers.
* Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

# 3 Consulting and involving pupils and parents

Parents/carers/children are important partners in the effective working relationship with the school in raising their child’s attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers contribution to their child’s education is valued highly by the staff of the school.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions where possible, as soon as they start at the school.

Nightingale seeks to enable and support parents to:

• Have knowledge of their child’s entitlement within the SEND framework.

• Recognise and fulfil their responsibilities as parents and play an active and valued role in their child’s education.

 • Be directly involved in any related decision-making processes about additional provision for their child.

• Have access to high quality information, advice and support about SEND.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We consider the parents’ concerns
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

# 4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil’s needs. This will draw on:

* The teacher’s assessment and experience of the pupil
* Their previous progress and attainment and behaviour
* Other teachers’ assessments, where relevant
* The individual’s development in comparison to their peers and national data
* The views and experience of parents
* The pupil’s own views
* Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupils will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

# 5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

# 6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. We follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided from assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

We will also provide the following interventions:

* 1:1 adult support
* 1:1 tutoring (RWInc)
* Booster class
* Lexia
* Lego Therapy
* Language for Thinking
* Language groups
* Colourful semantics
* Attention Bucket
* 1:1 Maths tutoring
* Zones of Regulation
* Therapeutic gardening and cooking

# 7 Adaptations to the curriculum and learning environment

Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. We make the following adaptations to ensure all pupils’ needs are met:

* Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
* Adapting our resources and staffing
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

# 8 Additional supports for learning

We have Teaching Assistants and LSA’s who are trained to deliver interventions such as PECS (Picture Exchange Communication System), Intensive Interaction, Right Dance and a variety of activities to develop attention and social skills. They will also support children with adapted work to ensure they can access the teaching.

Learning Support Assistants (LSA) will support pupils on a 1:1 basis to remove any barriers to learning.

We also work with the following agencies to provide support for pupils with SEND:

* Speech and Language Therapy
* Educational Psychology
* Specialist Teaching Service
* Child and Adolescent Mental Health Services (CAMHS)

# 9 Expertise and training of staff

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. The School’s INSET (In Service Training) needs will be included in the annual School Improvement Plan.

Our experienced and qualified SENDCO works with a team of experienced Learning Support Assistants, Teaching Assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

# 10 Securing equipment and facilities

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of for pupils with disabilities.

This includes action to:

• Increase participation in the curriculum

• Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities

• Improve access to a range of information.

# 11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

* Reviewing pupils’ individual progress towards their goals each term
* Reviewing the impact of interventions after 6 – 8 weeks
* Using pupil questionnaires
* Monitoring by the SENDCO
* Using provision maps to measure progress
* Holding annual and termly reviews for pupils with EHC plans

# 12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

At Nightingale we are committed to Hackney’s policy of inclusion where we believe that we can cater appropriately for a child’s special educational needs. We are always keen to ensure that a child with special educational needs has the right adult support and we believe in strong lines of communication between the child’s home, school, Hackney Education and other relevant agencies.

* All of our extracurricular activities and school visits are available to all our pupils, including our before-and after-school clubs (subject to appropriate risk assessments being made and agreed)
* Pupils who can manage being away from home are encouraged to go on our residential trips.
* All pupils are encouraged to take part in sports day, school plays and special workshops.
* No pupil is ever excluded from taking part in these activities because of their SEN or disability.

# 13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

* Pupils with SEND are encouraged to be part of the school council
* Pupils with SEND are also encouraged to be part of after school clubs to promote teamwork/building friendships etc.
* Pupils with SEND are supported by the SENDCO along with outside agencies where it is deemed necessary.

We have a zero-tolerance approach to bullying. (See Child Protection and Safeguarding Policy and anti-bullying policy)

# 14 Working with other agencies

External support services play an important part in helping the school identify, assess and develop provision for pupils with SEND:

• Nightingale receives allocated visits from the nominated **Educational Psychologist** through Hackney Education

• The **Speech and Language Therapist** works with the school each week to support children whose needs have been identified as Communication and Interaction; conduct reviews of children with significant speech and language difficulties; and provide advice and resources in response to identified needs.

• The school may seek advice from **Specialist Advisory teaching services** for children with identified SEND and/or with sensory impairment or physical difficulties

• Nightingale has regular communication with a variety of agencies such as **Occupational Therapists, Physiotherapists, General Practitioners and Clinical Psychologists** to ensure that the school can best meet the needs of individual children

**• Multi-agency team meetings** are held as appropriate to ensure effective collaboration in identifying and developing provision for pupils with SEND

• Liaison meetings take place involving **class teachers, the SENCO, TAs and the SENCO of local secondary schools** both mainstream and special to ensure a smooth transition and transfer of records for the SEND children in Year 6.

# 15. What support is in place for looked-after and previously looked-after children with SEN?

Our SENDCO makes sure that all teachers understand how a looked-after or previously looked-after pupil’s circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one

# 16. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Admission to Nightingale is organised by Hackney Education as part of their co-ordinated admissions system. Pupils with EHCPs are given preference in the criteria for oversubscription.

# 17 Complaints about SEND provision

**Arrangements for Considering Complaints**

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school’s complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

# 18 Contact details of support services for parents of pupils with SEND

For details of the services available to parents in Hackney please see Local Offer on our website.

# 19 Contact details for raising concerns

If you have any concerns regarding your child’s additional needs or provision please contact

Ms Benjamin (SENDCO)

**vbenjamin@nightingale.hackney.sch.uk**

# 20 The local authority local offer

**Local Offer**

Parents can access information about SEND at Nightingale and how their children are supported by referring to our Local Offer on the school website.

<http://www.Nightingale.Hackney.sch.uk/>

If parents do not have access to the internet, they can request support from the SENDCo who can be contacted through the school office.