

# Nunthorpe Primary Academy

## SEND Information Report



*'The days that make us happy make us wise.'*

### **Who to contact at Nunthorpe Primary Academy regarding Special Educational Needs**

If you would like to know more about what we can offer contact us on 01642 315508 or email us at [enquiries@nunthorpeprimary.org.uk](mailto:enquiries@nunthorpeprimary.org.uk)

Mrs A O'Gara      Head Teacher

Mr N Salter      Deputy Head Teacher

Mrs Laura Leason      Assistant Head Teacher / SEND Leader

## How does Nunthorpe Primary Academy support my child's overall well-being?

### Our Values

- We see all children as unique; we are committed to promoting the development of the whole child as confident, imaginative and independent learners who are able to face the future with resilience, creativity and enthusiasm.
- We encourage the spiritual and moral development of each child, as well as their intellectual and physical growth. We respect each child for who they are and treat everyone with fairness and honesty.
- We value the importance of each person in our community and promote cooperation, and understanding.
- We strive to enable each child to realise and achieve their full potential. Providing children with a stimulating environment and equal opportunities.
- We are dedicated to making each child feel valued, safe and become confident learners.
- Positive praise and recognition takes high priority. It is important to us that all children feel successful and that they are able to achieve, whatever their ability.
- Every pupil at Nunthorpe Primary Academy follows all National Curriculum subjects as well as taking part in other extracurricular activities.
- We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This can be through a variety of ways; building up strong relationships with parents, recognising preferred learning styles for each child, using a range of intervention programmes and offering support in small groups.

**We want all of our children to feel that they are fully-included and a valued member of our school community.**

The Special Educational Needs and Disability Leader is Mrs Laura Leason.

## **Identification, Provision and Support**

Early identification of children with specific needs is key to ensuring good progress and individual achievement. This begins as soon as children start Nursery through good communication and parent partnership. This good communication continues through planned transition between year groups and key stages. Key Stage 3 transition is carefully planned and managed with the future provider and families.

Every pupil is important to us and is recognised as a unique individual with particular needs. Staff adopt a range of teaching strategies and approaches, personalising provision to ensure that the learning needs of all pupils can be met. Provision is regularly assessed to analyse and measure its impact. Parents are consulted on a regular basis and are involved in planning the individual targets for their child.

Through careful tracking of children's progress and Individual Education Plans, the needs of all children are met through deployment of teaching and support staff; either 1:1 or in small focussed groups. Education plans are written in conjunction with both parents and children and where applicable with advice from outside agencies, such as; Learning Support and Educational Psychology. These are regularly reviewed by the class teacher and help to inform future planning and provision. Parents discuss these targets, the progress to date and next steps through termly discussions with the class teacher. Where progress is concerning, outside agencies will be involved.

We value highly the partnership between home and school. We work closely with parents/carers in support of children with special educational needs. We encourage an active partnership through on-going discussions and regular meetings.

Class teachers work with children to discuss their aspirations; how they are feeling about school; what else we can do to support them at school and next steps to aid their learning.

We support SEND children in a manner that maximises learning, enables the child to achieve their full potential and secures future pupil progress.

Pupils with medical needs are supported on an individual basis. Care plans are written in partnership with parents, medical professionals and school.

The school uses SEND funding in the most appropriate way to support children through staffing and resources.

Pupils with particular gifts and talents in any subject area will find many opportunities to develop these both within their regular lessons and access to wider experiences.

## **Curriculum**

Our curriculum is creative and stimulating as we respect and acknowledge that children;

- require different strategies for learning and participation;
- acquire, assimilate and communicate information at different rates ;
- need a range of different teaching approaches and experiences.

Nunthorpe Primary Academy caters for pupils with a range of additional educational needs and ensures that provision for these pupils supports them to access all areas of the school curriculum including physical education, outdoor education and after school activities.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to experience understanding and success that brings pride and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately and we use assessment to inform the next stage of learning.

## **Emotional Well-Being**

There are many ways in which we strive to support all children's emotional and social well-being.

- Lunch time playleaders who are trained to play games with all children using various fun resources.
- Friendship Stop - Children can wait here if they are struggling to find a friend. A playleader, lunchtime supervisor or another child can help or play with them.
- Lunchtime supervisors are there to support children emotionally and develop their social skills by building confidence and encouraging friendships.
- Circle Time - where children discuss issues and problem solve worries.
- School Council - providing a pupil voice where children are involved in decision making.
- Positive praise and encouragement - weekly assemblies to celebrate 'Star of the Week' and other achievements.
- Planet Points - where every child from each year group belongs to one of five planets. As a huge team they compete against each other to see which planet can gain the most points and win a prize!
- Outdoor Educational Residentials for all children in Years 3, 4, 5 and 6 - where children take part in many exciting activities as well as team building exercises; promoting confidence, self-esteem and independence.
- After school clubs where all children are welcome.

- The school nurse is available for advice and will write a health plan for individual children if they have specific medical needs (speak to your child's class teacher if you wish to arrange to speak to the school nurse)
- Trained first aiders are available in school
- Staff will be available to discuss any issues and concerns that your child may have and endeavour to resolve issues as quickly as possible. If these cannot be resolved by the class teacher, advice will be sought from the Head Teacher.

### **Accessibility**

Nunthorpe Primary Academy strive to ensure that the building is accessible for any person with physical disabilities.

### **Transition**

- **Early Years Foundation Stage (EYFS):** Meetings happen in advance of a child joining Nunthorpe Primary Academy in the EYFS. Parents are welcome to visit school and become familiar with the environment. Appointments are made for parents to meet with the Nursery teacher and share information about their child. Any specific training needed to support a child will be organised.
- **Between Year Groups:** Transition between year groups is seamless. Parents are invited to meet with their child's current teacher and future teacher. Progress to date and Individual Education Plans are discussed with targets agreed in advance of a child starting a new academic year.
- **Key Stage 3:** Transition to Key Stage 3 begins during Key Stage 2 and it is carefully managed. Close liaison with secondary schools ensure that meetings are scheduled between both SEND Leaders, Y6 Teacher and Parents.

### **Staff Expertise**

- EYFS staff are trained in delivering BLAST - to aid communication.
- Relevant staff have training in ASD
- Seven staff are trained in dyslexia support.

Staff training is on-going, relevant to the children in the school and in response to current national developments in SEND provision.

We also work closely with other agencies such as:

- Early Intervention
- Education Psychology Service
- Specialist Teaching Service (which includes learning and behaviour)
- Speech and Language Support
- Child and Adolescent Mental Health Service - (CAMHS)
- Multi-Cultural Service
- Parent Partnership Officer
- School Nursing Team
- Counselling Services such as The Link
- Grangetown Education Intervention Support Base (EISB)