

# 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 Executive Head Teacher

Mr N Salter Head of School

Mrs Laura Leason Assistant Head Teacher / SEND Leader

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

### **Our SEND 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 take 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 and have opportunities to take 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, offering interventions and 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.

**Have a look at the Local Offer website of information and services for children with special educational needs and disabilities (SEND) and their families living in Redcar and Cleveland here:**

<https://informationdirectory.redcar-cleveland.gov.uk/>

## 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.

### Types of Special Educational Needs Provided For

Our school provides support for pupils with a wide range of Special Educational Needs and Disabilities (SEND), in line with the four broad areas of need identified in the *SEND Code of Practice (2015)*. These include:

#### 1. Communication and Interaction

We support pupils with:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC), including social communication difficulties
- Delayed language development or pragmatic language needs

#### 2. Cognition and Learning

We provide for pupils with:

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD), including:
  - Dyslexia
  - Dyscalculia
  - Dysgraphia
  - Dyspraxia/Developmental Coordination Disorder (DCD)
- Difficulties with memory, processing, or problem-solving

#### 3. Social, Emotional and Mental Health (SEMH)

We support pupils experiencing:

- Difficulties with emotional regulation or anxiety
- Behavioural needs that may affect learning
- Attention-related needs such as ADHD/ADD
- Low self-esteem or challenges in forming positive relationships

#### 4. Sensory and/or Physical Needs

Provision is available for pupils with:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Physical disabilities or mobility needs
- Sensory processing difficulties
- Medical needs that require ongoing monitoring or adaptations

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. In addition, we ensure that children and young people who are looked after by the local authority and have SEND receive appropriate support, working closely with social workers, carers, and other professionals to coordinate provision and review progress in line with their care and education plans. The school ensures that appropriate equipment, resources and facilities are in place to support pupils with SEND. Specialist equipment or adaptations are secured through the school's delegated budget, and where necessary, additional funding or support from external agencies is sought to meet individual needs.

The school works closely with a range of external agencies to ensure that pupils with SEND and their families receive the most appropriate support. This may include health professionals such as speech and language therapists, occupational therapists, paediatricians, and CAMHS, as well as social care teams where additional family support is needed. We also collaborate with the Local Authority's specialist services—such as educational psychology and outreach teams—and signpost families to voluntary and community organisations that offer further guidance or practical support. These partnerships help us to plan tailored provision and ensure a coordinated, holistic approach to meeting each child's needs.

Through careful tracking of children's progress and SEN Support Plans, the needs of all children are met through deployment of teaching and support staff; either 1:1 or in small, focused groups. SEN Support plans are written in conjunction with both parents and children and where applicable with advice from outside agencies, such as; Learning Support. 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.

### **Assessing and Reviewing Pupils' Progress Towards Outcomes**

We use a graduated approach, following the **Assess–Plan–Do–Review** cycle, to ensure that pupils with SEND make progress towards their individual outcomes. Assessment and review are ongoing processes that involve teachers, parents, and pupils working in partnership.

## **Assessment**

- Class teachers regularly assess pupils' learning through observation, classwork, and formal assessments.
- Where a pupil is identified as potentially having SEND, further assessments may be carried out by the SENCO or external specialists (e.g., speech and language therapists, educational psychologists).
- Assessment information is used to identify specific needs and to plan appropriate support or interventions.

## **Planning**

- Individual targets or outcomes are agreed with parents and, where appropriate, with the pupil.
- A Support Plan or provision map outlines the strategies, interventions, and adaptations to be put in place.
- Parents are involved in discussions about the nature of the support and how they can help at home.

## **Reviewing Progress**

- Progress towards outcomes is formally reviewed at least termly, or more frequently where required.
- Review meetings include the class teacher, SENCO, parents, and—where appropriate—the pupil.
- During these meetings, we evaluate the impact of support and decide whether to continue, adjust, or change provisions.
- Pupils are encouraged to share their views about their learning, their progress, and what helps them in school. Their voice forms an important part of the review process.

## **Working With Parents and Pupils**

We recognise the vital role of families and ensure they are fully involved at all stages:

- Parents are invited to planning and review meetings and are encouraged to contribute to target-setting.
- Regular opportunities are offered to discuss progress, either through scheduled meetings or additional conversations at parents' request.
- Pupils are supported to express their views about what is working well and what could be improved.
- For pupils with Education, Health and Care Plans (EHCPs), the statutory Annual Review is carried out in collaboration with parents, pupils, and relevant professionals.

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 adaptations to enable them to learn and participate;
- 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.

The effectiveness of provision for pupils with SEND is evaluated regularly through the school's assess-plan-do-review cycle, analysis of progress data, and ongoing monitoring by the SENCO and senior leadership team. Adjustments to support are made in response to this evaluation to ensure that interventions are impactful and meet pupils' individual needs.

## **Emotional Well-Being**

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

- Friendship Stop - Children can wait here if they are struggling to find a friend and a lunchtime supervisor or another child can help or play with them.
- Playleaders – set up fun activities for all children to participate.
- Headstarters – Children have the option to access a quiet area in the 'Calm Zone' where they can talk to a Headstarter and share any worries. They can also colour in or use a fidget toys to help them get back into the green zone.
- Lunchtime supervisors are there to support children emotionally and develop their social skills by building confidence and encouraging friendships.
- 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 'Kindness' plus other achievements.
- Outdoor Educational Residential for all children in Years 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.
- ELSA practitioner who can support Emotional Health and Wellbeing
- Inside Out - school can access therapy for children following discussion with parents and a referral.

### 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 SEN Support Plans are discussed with targets agreed in advance of a child starting a new academic year.
- **Key Stage 3:** Transition to from Key Stage 2 to Key Stage 3 is carefully managed and enhanced transition can be arranged.

### Staff Expertise

- EYFS staff are trained in delivering BLAST - to aid communication.
- All staff have received training in ASD.
- All staff received training in ADHD.
- Several 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
- Neurodevelopment Pathway
- School Nursing Team
- Counselling Services such as Inside Out.

We take all concerns regarding SEND provision seriously and encourage parents to share any worries at the earliest opportunity with the class teacher or SENCO. If a parent feels that an issue has not been resolved, they may follow the school's formal complaints procedure. Full details of this process can be found in the School Complaints Policy, available on our website. We are committed to working collaboratively with families to address concerns promptly and ensure that pupils' needs remain at the centre of all decisions.

### **Support Services**

SEND Information, Advice and Support Service (SENDIASS):

Phone: 07923 241142

Email: [southteessendiass@barnardos.org.uk](mailto:southteessendiass@barnardos.org.uk)