

# Netheravon All Saints SEND School Information Report

This report should be read in conjunction with the School [SEND Policy](#)

Following the publication of the Special Educational Needs and Disability (SEND) Code of Practice 0-25 years in July 2014, schools are required to publish information about their SEND provision. In Wiltshire this forms part of a Local Offer which provides information and guidance on services for children and young people, aged 0-25, with SEND. Information regarding education, health, social care, preparing for adulthood and leisure can be found on this dedicated website. <https://www.wiltshirelocaloffer.org.uk/> (with pin symbol)

Within this report, you will find information about how we identify children's needs and the wide range of provision that we offer to support children with SEND.

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## 1. What kinds of SEND does Netheravon All Saints make provision for?

The proportion of pupils with Special Educational Needs and Disabilities at Netheravon All Saints is above the national average, at 20%.

We have experience in supporting a wide range of Special Educational Needs, including:

- Moderate Learning Difficulties
- Specific Learning Difficulties, including Dyslexia, Dyscalculia and Dyspraxia
- Speech, Language and Communication difficulties
- Autism spectrum
- Physical difficulties, including Sensory Processing difficulties
- Social, Emotional and Mental Health difficulties

Our SEND provision is detailed below according to the four categories identified in the Code of Practice (2014):

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Within each of these areas we have listed our provision within the three 'Waves of Intervention'. These are:

- Wave 1 - provision in class, our first quality teaching
- Wave 2 - provision for those children who are just below expected standards, those children who need a boost
- Wave 3 - provision for those children who are finding areas of the curriculum or school life difficult and require additional and different support, often on an individual basis. We have close links with external agencies, including Educational Psychology and Speech and Language, where children may require additional assessment and provision

## Our 'Communication and Interaction' Provision

	Provision available	Details of provision
<b>Wave 1 Provision</b> Quality First Teaching	Modelling correct speech.	Teachers/TAs model correct speech for children with difficulties.
	Ensuring instructions are made clear.	Teachers/TAs ensure that children who find it difficult to understand what is being said/instructions, are given additional support: picture clues, 1-1 additional verbal support etc.
	Ensuring children understand social rules.	Good role models, picture clues.
<b>Wave 2 provision</b>	Talk Boost FS2, KS1	Structured programme for 4-7 year olds with language delay. 10 week intervention programme run by qualified TA. Includes EAL children.
	Narrative Therapy KS1	Extends the children's learning around the specific areas of retelling and describing events and stories, embedding the skills introduced in the Talk Boost programme. Run by qualified TAs weekly for two terms.
	Speech Sound Assessment	The class teacher/TA is able to assess children's speech sounds. This helps to pinpoint difficulties and enable appropriate intervention to be put in place
	Speech & Language Advice Line	Advice is sought from the Speech and Language Advice Line. Supporting sheets and activities are sent to enable us to support children.
	Social Group	TA supporting groups or individuals who find it difficult to use social rules of communication. Resources such as 'Talkabout' are used.
<b>Wave 3 provision</b>	Speech & Language Therapist	Referrals are made to Speech & Language, children are assessed and where necessary provided with targets for home and school. Some children may require more intense support and 6-weekly blocks of Therapy is provided.
	1-1 support from Elklan trained TA	The TA works with children given targets from Speech and Language. Targets are returned within 6 months and children re-assessed.
	Language jigs, social stories. Support in Wiltshire School Strategies guidance.	For children, including those on the Autistic Spectrum, to help with social interaction difficulties and social situations.
	EMAS (Ethnic minority achievement service)	Children with EAL are provided with language support, advice and strategies, home-school liaison.

## Our 'Cognition and Learning' Provision

	Provision available	Details of provision
<u>Wave 1 Provision</u> Quality First Teaching	Appropriate differentiation in class.	Differentiation in terms of levels of activities/tasks and support.
	Classroom aids to help learning.	Including word banks, classroom support mats, additional use of ICT (eg Clicker 5). Use of sloped desks, pencil grips, support seats, coloured overlays and bookmarks. Positioning of child in class (eg. role models, view of whiteboard).
<u>Wave 2 provision</u>	Support groups	Teacher/TA run groups for children who need a boost with phonics, maths, writing etc. Targeted support over a specified time period.
	Sound Discovery Intervention KS2	Group intervention to help children in key stage 2 who have fallen behind in phonics.
	Back on Track Years 2 and 3	Group intervention run by trained TA aimed to accelerate the progress of children who are just below national expectations in Y2 and Y3.
	Success@Arithmetic	A 'light touch' calculation-based intervention for learners in upper Key Stage 2 who have difficulties with arithmetic proficiency and fulfil the criteria for the programme. This programme aims to help them to make faster progress and to catch up with their peers. Up to 24 sessions delivered by trained TA.
	Boosting Reading @ Primary	An individual programme to improve children's reading and comprehension skills.
<u>Wave 3 provision</u>	Agency referrals	SENSS, Educational Psychology Service, Speech & Language Service. Children are assessed and advice/recommendations given to school and parents.
	Every Child Counts: Numbers Count	For children in years 1-6 who find Numeracy difficult. Provided by qualified and trained Numbers Count Teacher. Individual assessment and up to 40 sessions designed specifically for each child.
	Rapid Reading	Computer based reading scheme using 'Rapid' books. Child can listen to the story and can read the story into a microphone and hear themselves reading.
	Catch up Literacy	Structured 1-1 intervention for children who find reading difficult. 15 mins for 3 sessions a week.
	Exercise sessions for children with dyspraxic like difficulties.	Exercises recommended by Occupational Therapist/Physiotherapist. TA working with children to help with dexterity, gross and fine motor skills.

## Our Social, Emotional and Mental Health Provision

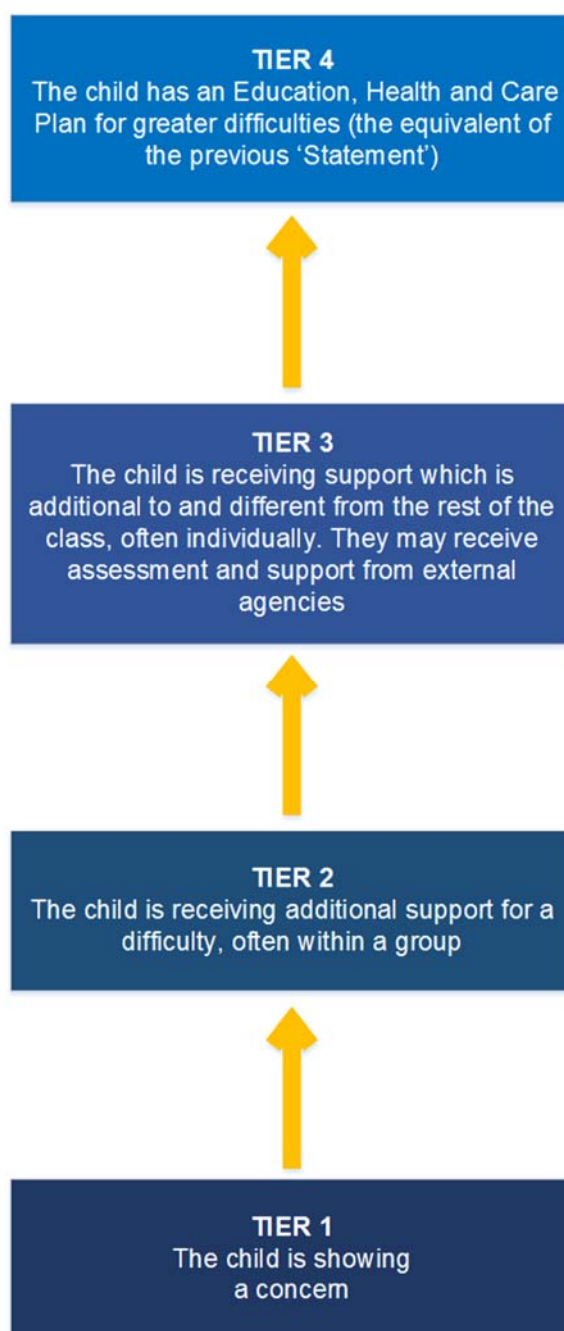
	Provision available	Details of provision
Wave 1 Provision Quality First Teaching	Pastoral care in the classroom	Worry Box TA support Use of Learn4Life resource for PSHEE including SEAL Buddy system - new children starting school, playtime buddies Support in Wiltshire for Autism: School Strategies (SWASS)- Guidance to support the social development of children with social communication difficulties (at each Wave).
	Transition Officer (Teaching Assistant KS1 and 2)	TA supporting children new to the school-settling in, emotional support, transition records.
Wave 2 provision	ELSA (Emotional Literacy Support Assistants) FS2, KS1 and KS2	<u>Self-esteem/Anxiety</u> - Into the Garden of Dreams programme <u>Friendship</u> - Mission games/Therapeutic story writing/Lego Social Skills/Puppet making <u>Feelings</u> - Puppets/De-escalation and calming techniques/anger management <u>Bereavement &amp; Loss</u> (including separation, deployment, recognising that children 'left behind' feel loss of friends of Service families - memory boxes, poem writing and story telling <u>Bullying</u> - Therapeutic story writing/puppets <u>General</u> - Reward systems/ language jigs/Eurthmy
	E-Bluey Club	Lunchtime club for Service children. Writing letters and drawing pictures, talking about absent parents
	Social Skills Group	TA led group using The Feelings Artbook and Social Skills resources. Anger Management following a range of resources.
	Male Play Ranger	Forest schools, male Play Ranger to provide all children (especially Service Children whose parent may be deployed) with outdoor activities.
	Transition Support Year 6	Supported by SENCo and ELSA TA to support children moving to secondary school.
	Family Seal Silver Seal	Catherine Carpenter is trained to deliver this to parents in conjunction with our Parent Support Adviser.
Wave 3 provision	Professional Counselling Service	Provided by Talkabout - Ruth Overington and Charlie Wright. In partnership with teaching staff, parents and pupils, maintaining confidentiality.
	Nurture Room	The Orchard provides a safe haven for children requiring additional support, either in groups or individually.
	School Nurse	Laura Baker can provide support for children and their parents regarding medical and emotional issues, eg diet, sleeping, toileting.
	Wiltshire Families First	Action for Children: Intensive family support in the home including parenting
	Parent Support Adviser	PSAs act as a bridge between home and school. They are able to give parents and carers advice and information. We work closely with them to support families.
	CAMHS	These teams will offer an intervention to any child that has an identified emotional, mental health or behavioural concern. Criteria has to be met.
	Re-Tracking Programme	TA led programme to support behaviour.
	Support in Wiltshire for Autism: School Strategies (SWASS)	Guidance to support the social development of children with social communication difficulties.

## Our 'Sensory and/or Physical Needs' Provision

	Provision available	Details of provision
<u>Wave 1 Provision</u> Quality First Teaching	Sensory equipment in the classroom	Children with sensory integration issues may use special cushions (eg: disc-o-sit cushion) to sit on.
	Vision impairment	Need to consider positioning in classroom, size of writing on worksheet.
<u>Wave 2 provision</u>	Strategies to improve developmental Co-ordination difficulties.	School and Parent Advice Regarding Kids! (SPARK). Resources and activities to help children. Similar resource available for the Early Years (SPARKY).
<u>Wave 3 provision</u>	Agency referrals	Occupational Therapy, Physiotherapy and Physical Impairment Service. Advice and recommendations provided. Activities carried out by TA.
	Exercise sessions for children with dyspraxic like difficulties.	Exercises recommended by Occupational Therapist/Physiotherapist. TA working with children to help with dexterity, gross and fine motor skills.

## 2. How will Netheravon All Saints identify and assess my child's needs?

At Netheravon All Saints, we recognise the importance of holistic assessment to inform our practice. We continually assess the attainment and progress of all children. If teachers are concerned about a child in their class they will discuss their concerns with you, the parents and carers. They will also liaise with the SENCo. Teachers meet with the SENCo three times a year to discuss any children causing concern and any provision being made for them. We use the Wiltshire Graduated Response to SEND Support which gives us guidance on the four categories within the SEND Code of Practice and placing children on the SEND Register. Since the categories School Action and School Action Plus, as a means to categorising SEND have now ended, we have introduced a tiered system of SEND support as follows:



The Class Teacher carries out informal and formal assessments throughout the year to monitor the progress of your child. In the Spring Term, a range of formal assessments are undertaken. These are:

- New Group Reading Test (NGRT)
- Single Word Spelling Test (SWST)
- NFER Progress in Maths assessment
- NFER Progress in English assessment

This helps us to see your child's progress in relation to national data.

The SENCo is able to undertake further assessments including screening pupils for signs of dyslexia. Occasionally, children may require support from external agencies, such as Educational Psychology, Wiltshire's Special Educational Needs Support Service (SENS), Speech and Language or the School Nurse. We work closely with many agencies and the advice and recommendations are included within your child's additional support programme. Interventions are carefully considered and put in place where necessary to help your child with their area of difficulty (See Section 1). Assessments may then be repeated following an intervention to enable us to identify how much progress has been made.

If your child has a higher level of need, the Local Authority may provide additional support and funding in the form of an Education, Health and Care Plan (EHCP). Again, your child's progress is continually monitored and additionally, an Annual Review meeting will be held to review their needs.



### 3. How do I contact the SENCo?

The SENCo is Mrs Lynda Meynell, who works from The Orchard four days a week Monday to Thursday. Mrs Meynell can be contacted via the School telephone number (01980 670339) or alternatively parents can make an appointment at the office. Mrs Meynell can be contacted by email: [senco@allsaints-netheravon.wilts.sch.uk](mailto:senco@allsaints-netheravon.wilts.sch.uk). A 'drop in' surgery is held on Thursday afternoons from 2.45 until 3.30 pm, appointments can be made at the office.

### 4. How will Netheravon All Saints consult with me and involve me in my child's education?

The Code of Practice 2014 emphasises the expectation of parental involvement in discussions of the child's provision and review of their progress.

At Netheravon All Saints, where there is a concern about your child, the class teacher will discuss this with you.

If there is a need for additional support to boost your child's literacy or numeracy for example, a school Support Plan will be completed and discussed with you. This will be reviewed three times a year either during parents evening or at other mutually convenient times.

If your child is receiving support at tier 3 (see section 2) a local authority 'My Support Plan' will be completed with you and your child and again, this will be reviewed three times a year with the class teacher and SENCo.

If your child has an Education, Health and Care Plan Annual Review meetings will be arranged with the class teacher, SENCo, Head teacher and any professionals involved with your child. Your child's progress against individual targets will be reviewed and any further provision will be discussed. Discussions at each tier will involve how you, the parent, can help with supporting your child.

If your child is not receiving SEN support and you are concerned, please contact your child's class teacher in the first instance or the SENCo.

At Netheravon All Saints, we have an open-door policy. You are always welcome to make an appointment to speak to your child's class teacher should you be concerned about anything. Our ethos embraces the importance of home-school communication. We all strive for the same outcome - the best for your child.

## 5. How will Netheravon All Saints involve my child in their education?

At Netheravon All Saints we aim to involve your child throughout their education, we will discuss your child's individual targets with them and involve them in the process. We celebrate the child's successes within class and within school assemblies.

For children at tier 2 with a school Support Plan, we will involve them in decisions about their interventions and their progress. We will discuss with them what is working well and what is not working so well.

At tier 3, your child will be involved in drawing up 'My Support Plan' and reviewing their progress towards the outcomes we wish to work towards. For children with an Education, Health and Care Plan, the child will always be involved in sharing their views within the Annual Review process. If appropriate, the child may be invited to take part in the Annual Review Meeting.

As well as the above, some children will have a 'one page profile', which is a short A4 page document detailing their interests and strengths. The aim of this document is to inform anyone working with the child how they can be supported within the classroom.

## 6. What is Netheravon All Saints' approach to teaching children with SEND?

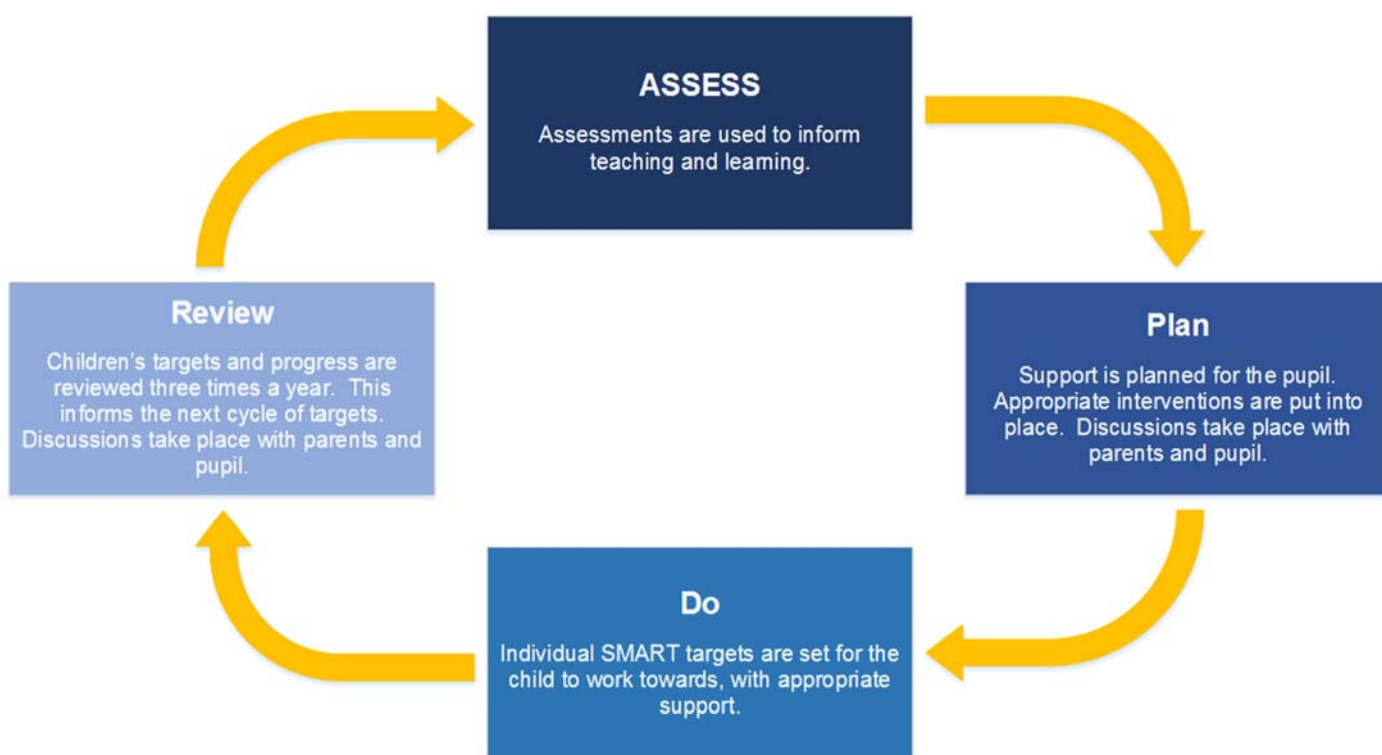
At Netheravon All Saints we have high expectations and aspirations for all children, including those with SEND. We are an inclusive school and all children are given equal opportunities and access to the stimulating, broad and balanced curriculum which we offer. Teachers differentiate the curriculum so that all children access learning at their own levels. All children have opportunities to work with others of different abilities within their class. They are all involved in evaluating their work and discussing the next steps in their learning.

There is an expectation that Quality First Teaching is the first response to meeting the needs of all pupils. For children who experience greater difficulties, we provide a range of interventions which are carefully tailored towards the child's needs (See Section 1). The aims of the interventions are to assist the child in their work in the classroom. For children with more complex needs who may have an Education, Health and Care Plan, the curriculum will be carefully planned towards their individual needs and regularly reviewed to ensure they are meeting their targets and working towards the outcomes agreed for them.

Extra-curricular activities are open to all children. We provide a range of clubs, both at lunchtimes and after school. A wealth of sports activities takes place throughout the year, again for all children irrespective of their academic abilities.

## 7. How will Netheravon All Saints match the curriculum and learning environment to my child's needs?

At Netheravon All Saints we ensure that all children, including those with SEND, have access to high quality teaching, appropriately differentiated to meet their needs. Our teaching assistants are trained to deliver specific interventions and, of course, support children in class. Some children require physical adaptations, such as those detailed in Section 1 of this document. Click here to view the [Accessibility Plan](#). Those children at tier 2 or 3 who receive support which is 'additional to and different from' that provided in the classroom have individual support plans detailing the provision being put in place for their learning. A cyclical four-stage process is used, as detailed in the Code of Practice 2014.



Parents of children with an Education, Health and Care Plan will have a personal budget through which allocation of support will be made. The above cyclical four stage process will be put into place and recorded in the child's personal 'My Plan'.

## 8. How will Netheravon All Saints support my child's emotional and social development?

At Netheravon All Saints we continually celebrate children's achievements in class and in whole school assemblies. We use reward systems to acknowledge children's successes both in work and in their social skills. We use a range of strategies and interventions to help children who experience difficulties at times in their social development (see section 1).

Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school - anyone who knows that bullying is happening is expected to tell a member of staff who will ensure that our anti-bullying procedures are followed. [Please see out Anti-Bullying Policy.](#)

## 9. What kinds of expertise and training do staff at Netheravon All Saints have to support my child?

We are fortunate to have a range of provision delivered by trained teaching assistants and teachers. Teaching Assistants are trained in the interventions detailed in section 1. We have two teaching assistants trained as Emotional Literacy Support Assistants. One works for the Foundation Stage and Key Stage 1 and the other supports children in key stage 2 (see section 1). Mrs Meynell our SENCo holds a Dyslexia qualification and can carry out assessments with children. She holds Associate Membership of the British Dyslexia Association (AMBDA). Mrs Meynell is also our trained Numbers Count teacher, for those children who find Maths very difficult.

Mrs Emby works with children on an individual basis to build their writing skills, through drama.

Interventions and support for children with SEND is continually evaluated. We ensure that our expertise is continually updated with our staff attending courses to update their knowledge. Staff are trained in new interventions which we see as beneficial to our children's needs.

## 10. How does Netheravon All Saints evaluate the effectiveness of the provision made for children with SEND?

The impact of interventions is measured as far as possible through quantitative and qualitative means. We carry out assessments before and after interventions which inform us of the progress your child has made.

The SENCo meets with teachers three times a year to discuss each child's provision and review targets.

The SENCo meets with the SEND Governor regularly to discuss all areas of SEND within the school, the impact of interventions and progress made. An annual report is also submitted by the SENCo to the Governing body.

## 11. How does Netheravon All Saints support children in moving between phases of education?

Children can find transition from one class to another and from one school to another very difficult. Children with SEND can find this particularly challenging.

Moving Classes: When children with SEND move classes, we ensure that visits to their next class, and visits from their new class teacher take place in plenty of time, in order to allay any fears or worries the child may have. Our Emotional Literacy Support Assistants can also help with this transition.

Joining our Reception Class: When children join our school in Reception, our Reception teacher and teaching assistant make personal visits to the children's pre-school and/or home. Visits are organised for children to come into school in small groups prior to starting. Meetings with parents ensure that we have all the necessary information to make this transition as smooth as possible. All children are given photos of the school in their Welcome guides to help prepare them for school. Some children, particularly those on the autistic spectrum, may benefit from having additional support. All children begin on a part-time basis and careful consideration is given to those children who may find full-time education more difficult.

Children at Avon Small Saints Pre-school, on site, are invited to our school productions and often make use of school facilities such as the field, to acquaint them with the environment.

We hold coffee mornings throughout the year to encourage parents to spend time at their child's school, talking to their class teacher and our Head teacher, Ms Tight.

Joining the school in different classes: Since over 50% of our children are from Service families, we have children joining and leaving us throughout the year. We ensure the children settle as quickly as possible and have 'buddies' to show them around the school and help them with the school routines. Again, our Emotional Literacy Support Assistants can also help with this transition.

Transferring to a new school: A child with SEND may find it particularly difficult moving to a new school, whether this is at the end of year 6 or in other year groups. Our Emotional Literacy Support Assistant in key stage 2, together with the SENCo provide transition support for those pupils in year 6 transferring to secondary school. Sessions are held to help children find out about the school, discuss their worries and excitements and prepare them for moving on. Visits to Secondary Schools are arranged and additional visits can be organised if necessary. We ensure transition packs are completed for the new schools, ensuring all information is passed on. Secondary support staff also make visits to the school to meet the children who will be joining them in September.

For children moving to a new school from other year groups, we ensure information is passed to parents or sent to their new school. If necessary, telephone calls are made to the SENCo at the next school to help with the transition period.

For children with Support Plans and Education, Health and Care Plans, transition meetings will be held with parents and other professional agencies, to ensure a smooth move to the new school.

## 12. How does Netheravon All Saints involve other agencies to support my child and family?

At Netheravon All Saints, we work closely with a wide range of agencies in order to provide assessments and support for your child. We can make referrals to many external agencies, including:

- Educational Psychologists
- Speech and Language Therapists
- Advisory teachers from the Special Educational Needs Support Service (SENSS)
- Occupational Therapists
- Paediatricians
- Physiotherapists
- The Sensory Impairment Service
- Child and Adolescent Mental Health Service (CAMHS)
- Ethnic minority achievement service (EMAS)
- Parent Support Adviser
- Social Services
- Behaviour Support

### 13. What do I do if I have a concern about my child and the provision being made?

If you are concerned about anything regarding your child, we encourage you to see your child's class teacher in the first instance. Should you wish to discuss your concerns further, you could make an appointment to see the SENCo or Head teacher. Please see our [Complaints Policy](#) and [Complaints against Curriculum Policy](#).