

What kind of special educational needs does the school/setting make provision for?

At Leen Mills Primary School, we view every child as a unique individual where lessons are planned to address potential areas of difficulty or barriers to pupil achievement. In most cases this should allow children with SEND to access a full and balanced curriculum as part of a whole class. Making the most of high quality teaching available to the whole class should mean that fewer children will require a different (or additional) provision. Where it becomes clear that children with additional needs are not making the progress or face barriers to progress, those barriers will be identified and, where possible, specific provision will be made available to support overcoming barriers to achievement. In recent times, Leen Mills School has supported children with Dyslexia, Autistic Spectrum Disorder (ASD) including Aspergers. We have supported children with Emotional Difficulties including Attachment Disorder. It is worth remembering that a medical diagnosis is not required in order to access additional support as this support will be targeted at any children facing barriers to progress. As a school, we can support children with some physical disabilities or mobility issues as our school is all built at ground level. However, space in school is restricted and might not be the best place for Wheel Chair users when compared to other schools. In the first instance, potential parents should come a visit the school in order to assess and compare to other local providers. –

How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

There are a number of ways that a child might be identified as having an additional need: The class teacher or other adults in school may notice unusual behaviour or difficulties in school. There may be very slow progress or attainment may appear significantly below that of their peers. Parents may report difficulties they have noticed. Medical professionals may have communicated a diagnosis or difficulty. Other agencies such as the Educational Psychologists or previous educational settings may have reported a difficulty or concern. If you think your child is having difficulty, in the first instance, contact the class teacher, SENCo or head teacher at the school.

How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The progress of all children is regularly monitored at least termly to make sure progress is being made, this includes children with additional needs. Where specific barriers to progress are identified and provided for, that provision is monitored and evaluated for its effectiveness. A range of methods are utilized to monitor the effectiveness of these additional supports. We use Boxall Profiles, PIVATS, B Squared, GL Assessment PASS (Pupil Attitudes to Self and School), Sandwell Assessments, or other methods suitable to the intervention/provision being catered for. The progress of children with SEND are compared to the whole school population and also benchmarks for national data to see how well they compare to others. Where we feel interventions and work is not bringing about the required progress, the provision is altered or changed.

How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support learning?

Parents will always be kept up to date with a child's progress by their class teacher with two parents' evenings and an end of year report. Some children with additional needs can also receive 3 termly

'Review Meetings'. Beyond these provisions all parents can meet with the teacher, nurture group staff and other adults in school to find out how their child is progressing.

What is the school's approach to teaching pupils with special educational needs?

At Leen Mills Primary School, we view every child as a unique individual where lessons are planned to address potential areas of difficulty or barriers to pupil achievement. In most cases this should allow children with SEND to access a full and balanced curriculum as part of a whole class. Making the most of high quality teaching available to the whole class should mean that fewer children will require a different (or additional) provision. Where it becomes clear that children with additional needs are not making the progress or face barriers to progress, those barriers will be identified and, where possible, specific provision will be made available to support overcoming barriers to achievement. It is very important, socially and emotionally, that all children are included with other children in the curriculum and other activities in and around school. Where a provision for an additional need is to be made, this needs to be balanced with the need for children to be part of the class community and a balanced curriculum e.g. additional support should be regular, in short sessions and in groups where possible to minimize 'difference'.

How will the curriculum and learning be matched to my child/young person's needs?

In the first instance, Quality First Teaching, is delivered in a whole class setting. Where gaps are identified for a child or group of children, the aim is to fill in the gaps so that a child or children do not fall behind with their attainment and progress. Where a child is seen to be falling behind or has been identified as having a barrier to learning, a specific, time limited intervention will be carried out on a one to one or group basis to support progress.

How are decisions made about the type and amount of support my child/young person will receive?

The School Budget received from Nottinghamshire County Council LA include money for supporting children with SEND. The head teacher, alongside the School Governors, decide the deployment of resources for the school. The Head teacher, in consultation with the SEND team and Senior Leadership Team, consider where additional support is needed and how well that is being deployed. The aim of any additional support is to either remove a barrier to learning or give a child the skills to remove that barrier for themselves. The long term aim is independence for the individual in the long term, not create a reliance. With that in mind, additional support should be time limited and be making a measurable impact.

How will my child/young person be included in activities outside the classroom, including school trips?

All children regardless of SEND are entitled to be included in any activity in and outside the classroom. Where there are barriers that could prevent inclusion, the school will make every endeavor to include them. This can include the deployment of additional resources such as an additional adult or specialist equipment to support inclusion for all children. The only time this inclusion could be brought into question, is through genuine health and Safety concerns.

What support will there be for my child/young person's overall well-being?

The overall wellbeing for a child is at the heart of any school and its staff. Aside from the obvious educational progress for a child, Leen Mills takes emotional wellbeing and aspiration very seriously. We follow the SEAL (Social and Emotional Aspects for Learning) alongside other more specific

interventions to support emotional wellbeing such as a Nurture Room, a Sensory Room and Play Therapy Intervention for individuals who are struggling with social and emotional issues.

Who is the school/setting's special educational needs coordinator (SENCO) and what are their contact details?

SENCO – Hayley Owen, Contact the school office or the class teacher in the first instance to make an appointment.

What training have staff supporting special educational needs had and what is planned?

Over the years our staff have received a range of training to support children with SEND. Many staff have received specialist training in screening and teaching for Dyslexia, Autism Spectrum Disorder, Attachment Disorder and Speech and Language Difficulties. As a school we have also invested in specialist support for children with social and emotional needs. Five staff have been trained in Play Therapy, a type of counselling support to help children express their concerns and worries. Training for SEND needs in our school is continuous and is designed around the needs of the children currently or likely to attend our school. Where specific knowledge or training is needed for children about to attend our school, the staff would endeavour to acquire the necessary knowledge and skills to support whatever needs are presented.

What specialist services and expertise are available or accessed by the setting/school?

As part of the Nottinghamshire County Council LA, our school have access to the usual Council services such as Education Psychologists, Behaviour Specialists. As well as these core services, Hucknall School work as a family of schools sharing expertise and experience in various areas of need. We work closely with other outside agencies such as Sure Start and Health to provide additional support to families of children in our community.

How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

Our school is set on a one story complex where there are very few steps. As such, most of the school is accessible to people with physical disabilities. However, due to popularity, the school is fully subscribed. Where there would be a need for a lot of space in a classroom (such as the use of specialist wheelchairs) this support would need to be assessed on a case by case basis. Any specialist equipment can be provided for by school or, for more expensive items, an application to the LA can be made.

What are the arrangements for consulting parents of pupils with special educational needs? How involved in the education of my child/young person?

All children in our school benefit from regular contact between parents and teachers. Regular communication is positively encouraged. Where there are more complex needs and arrangements, regular termly meetings are arranged where parents are invited to make significant contribution

What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

- If a Parent or Carer of a child with SEND has a complaint they should initially approach the class teacher to see if a discussion can address the problem.
- If they are still dissatisfied they should feel free to approach the SENCO and the head teacher in order to help resolve the problem.

- If these discussions still fail to satisfy the parent or carer they should be advised of the appropriate person within the LA that they can contact.
- If the LA are unable to resolve the difficulty then the parent/carer will be advised of the options that are available if they wish to pursue the matter further.
- At all times the names and work addresses of outside agencies involved with their child should be available to Parents and Carers in order that they can communicate with them.

Further information can be found in the school's complaints procedure which is available from the school website and the school office, on request.

How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs?

As a school, we sometimes work with other professionals and organisations from outside the school to support children with additional needs. We would always seek permission from the parents/ carers before specifically sharing information about your child/children with people outside school.

How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

Where we find out about information that may offer support to parents and/or carers of children with additional needs we would pass that information on or signpost that information to those parents.

How will the school/setting prepare my child/young person to: i) Join the school/setting?

Where children are about to join Leen Mills, we like them to have the chance to visit the school first so that they are not too anxious on their first day. Where a child has additional needs, extra visits and planning meetings can be arranged with SEND staff so that all aspects of their needs can be planned and met before their first day where possible.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc.)?

Every child gets the chance to visit their new class teacher at least twice before moving between year groups. If additional arrangements need to be put in place for children with SEND, these can be organised on a case by case basis. Where children move to secondary school, every child visits their new school for a day. Again where there are additional needs to consider, additional planning meetings, resources and visits for the child are arranged.

iii) Prepare for adulthood and independent living?

The primary curriculum offers a lot of opportunity to teach children key skills that will prepare them for their future life. Areas such as keeping safe, telling the time and using money are all examples of areas we teach. We have a Nurture Group in school that deliver bespoke teaching for individuals and small groups of children to support their independence and lifelong learning.

Where can I access further information?

If you need further information please contact the school and ask for the SENCO – Miss Hayley Owen or the Head Teacher – Mr. Russell Tew.

You can contact the school via the e-mail address and phone number given below:

e-mail: office@leenmills.notts.sch.uk

Phone 0115 953 6688

Information about the services and provision that are available to support families with children and young people with special educational needs and/or disabilities can be found within Nottinghamshire's SEND Local Offer

www.nottinghamshire.sendlocaloffer.org.uk