



## Isle of Wight EY Setting/School/College SEND Information Report

<b>Nettlestone Primary School</b> <b>Seaview</b> <b>Isle of Wight</b> <b>PO34 5DY</b> <b>Tel: 01983 613171 Fax: 01983 616663</b> <b>Email: <a href="mailto:nettlestone@admin.nettlestonepri.iow.sch.uk">nettlestone@admin.nettlestonepri.iow.sch.uk</a></b>	<b>Website Address</b>  <b><a href="http://www.nettlestoneprimaryschool.co.uk/">www.nettlestoneprimaryschool.co.uk/</a></b>
<b>Type of EY Setting/school/College</b> <b>Mainstream Primary School</b>	
<b>Specialist provision on site</b>	

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

### **Admissions**

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School **both** if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

Admissions and SEND Assessment Teams [www.iwight.com/Residents/Schools-and-Learning/](http://www.iwight.com/Residents/Schools-and-Learning/)

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING  
IN THIS SCHOOL:**

<b>Setting/School/College Based Information</b>	<b>Staff</b>	<b>Summary of Responsibilities</b>
<p>1.a) Who are the best people to talk to in the early years setting about my child’s development needs?</p> <p>1.b) Who are the best people to talk to in the school/college about my child’s/young person’s difficulties with learning/ Special Educational Needs/Disabilities (SEND)?</p>	<p>Mrs Jane Howard - Reception Class Teacher</p> <p>Class Teachers</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Ensuring the safety and well being of all pupils in the class</li> <li>• Differentiating the curriculum to ensure access and progress for all pupils</li> <li>• Providing additional intervention where appropriate</li> <li>• Having a clear understanding of the needs of all pupils, including those with special educational needs or disabilities</li> <li>• Managing resources and staff to ensure progress for all pupils</li> <li>• Assessing and recording progress to feed into whole school data</li> <li>• Recording and reporting on progress to parents</li> </ul> <p>They are responsible for:</p> <ul style="list-style-type: none"> <li>• Ensuring the safety and well being of all pupils in the class</li> <li>• Providing high quality inclusive teaching and differentiating the curriculum to ensure access and progress for all pupils</li> <li>• Having a clear understanding of the needs of all pupils, including those with special educational needs or disabilities</li> <li>• Being aware of the school's procedures for identification, assessment and</li> </ul>

	<p>Mrs Emma Kelly - Executive SENCO</p>	<p>subsequent provision for SEND pupils</p> <ul style="list-style-type: none"> <li>• Collaborating with the SENCO to decide what action is required to assist SEND pupils to progress</li> <li>• Providing additional intervention where appropriate</li> <li>• Effective deployment of and communication with additional adults</li> <li>• Managing resources and staff to ensure progress for all pupils</li> <li>• Assessing and recording progress to feed into whole school data</li> <li>• Recording and reporting on progress to parents</li> <li>• Writing and reviewing Pupil passports on a termly basis</li> <li>• Writing Annual Review Reports</li> </ul> <p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Overseeing the day-to-day operation of the SEND policy</li> <li>• Ensuring statutory responsibilities and duties as set out in statement/Education Health Care Plan are met.</li> <li>• Coordinating the provision for pupils with SEND</li> <li>• Liaising and giving advice to fellow teachers on the graduated approach to providing SEND support</li> <li>• Managing Teaching Assistants with regards to their interventions</li> <li>• Overseeing records of pupils with SEND</li> <li>• Liaising with parents of pupils with SEND</li> <li>• Making a contribution to INSET</li> <li>• Maintaining a provision map for pupils with SEND</li> <li>• Liaising with external agencies, LA support services, health, social services and voluntary bodies.</li> <li>• Chairing Annual Reviews</li> <li>• Ensuring the safety and well being of all pupils</li> </ul>
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	Mrs Caroline Martin - Executive SEND support	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Liaising and giving advice to staff</li> <li>• Delivering individual and small group support to identified pupils</li> <li>• Recording progress on the school provision map</li> <li>• Liaising with parents of pupils with SEND</li> <li>• Providing social skills group support where necessary</li> <li>• Providing ELSA support where necessary</li> <li>• Ensuring the safety and well being of all pupils</li> </ul>
	Mrs Anna Jacobs - Head of School	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Ensuring the safety and well being of all pupils</li> <li>• Coordinating the curriculum to ensure the best possible progress and accessibility for all</li> <li>• Monitoring the quality of teaching and learning for all pupils</li> </ul>
	Miss Kirsty Howarth - Executive Headteacher	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Ensuring the safety and well being of all pupils</li> <li>• Monitoring the quality of teaching and learning for all pupils</li> <li>• Monitoring and reporting on progress and achievement for all pupils</li> </ul>
	Mr David Botell - SEND Governor	<p>He is responsible for:</p> <ul style="list-style-type: none"> <li>• Meeting regularly with the Headteacher and SENCO to monitor and evaluate the quality of provision made for pupils who have been identified as SEND</li> <li>• Ensuring the school provides the appropriate support for pupils with SEND</li> </ul>

**HOW COULD MY CHILD GET HELP IN THE EY SETTING/SCHOOL/COLLEGE? :**

Children and young people in Nettlestone Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- Other staff in the EY setting/school/college
- Staff who will visit the EY setting/school/college from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children and young people with SEND in this EY setting/school/college?	All children <ul style="list-style-type: none"> <li>• High Quality Inclusive teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Every teacher is a teacher of every pupil, including those with SEND. Nettlestone Primary School strives to promote high quality inclusive teaching for all pupils.</li> <li>• We provide all pupils with a curriculum tailored to support specific needs, whilst ensuring a level of challenge to allow pupils to make expected levels of progress.</li> <li>• We have high expectations of all pupils and use our best endeavours to ensure every pupils gets the support they need.</li> <li>• Your child will have their learning needs met through high quality inclusive teaching, using differentiated activities that are aimed at your child's individual level.</li> <li>• We provide an exciting, opportunity rich</li> </ul>	All children

		<p>curriculum with appropriate layers of challenge for all children.</p> <ul style="list-style-type: none"> <li>• We provide an extensive range of curriculum enhancement and enrichment opportunities (trips, visits, visitors, workshops etc).</li> <li>• High quality inclusive teaching can include:  Visual cues/aids  Lesson checklists  Word banks/maps  Work station/quiet place  Daily/frequent reading  Pre/post teaching  Reading overlays  Teaching styles to suit needs</li> <li>• Regular book scrutiny and lesson observations will be carried out by the SENCO and other members of the leadership team to ensure that the needs of all children are met and the quality of teaching and learning is high.</li> </ul>	
	<p>All children</p> <ul style="list-style-type: none"> <li>• Evidence based targeted intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Any child who is highlighted as not making expected progress during our pupil progress meetings will access relevant evidence based interventions that are run in school. This decision will be made with the SENCO, Class teacher, Head of School, &amp; Executive Head teacher.</li> <li>• This is the responsibility of the class teacher and other adults working in the classroom and may</li> </ul>	<p>Any child who is highlighted as not making expected progress.</p>

		<p>involve small group work or 1:1 support.</p> <ul style="list-style-type: none"> <li>• Decisions around additional support will be made on a personal basis, taking into consideration the whole child.</li> <li>• The school has a range of interventions that may be used include: <ul style="list-style-type: none"> <li>Rapid Reading</li> <li>One to one reading sessions</li> <li>Nessy</li> <li>Rapid Phonics</li> <li>Rapid Writing</li> <li>Rapid Maths</li> <li>Active Literacy</li> <li>Social Skills groups</li> <li>Memory Skills group</li> <li>Emotional Literacy Support (ELSA)</li> <li>Booster literacy sessions</li> <li>Booster maths sessions</li> <li>Booster phonics support</li> <li>Handwriting support</li> <li>Precision teaching for reading, spelling, maths</li> <li>Study skills support</li> <li>Sensory Circuit</li> </ul> </li> <li>• The provision is monitored and tracked by the class teacher and the SENCO.</li> <li>• Parents are fully informed through mentoring meetings and will receive a letter listing any targeted support.</li> </ul>	
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	<p>Identified Children</p> <ul style="list-style-type: none"> <li>• Individualised programmes of support</li> <li>• SEN support</li> <li>• EHCP</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils who do not make progress despite high quality inclusive teaching and targeted support will receive specifically tailored programmes to meet individual needs</li> <li>• Individualised programmes can include: <ul style="list-style-type: none"> <li>Social stories</li> <li>Speech and language programmes</li> <li>Visual timetables</li> <li>Behaviour plan</li> <li>Personalised reward programme</li> </ul> </li> </ul>	<p>Any child who needs individual support, who is identified as SEN support or is in receipt of EHCP.</p>
	<p>All children</p> <ul style="list-style-type: none"> <li>• Social and Emotional Well-being</li> </ul>	<ul style="list-style-type: none"> <li>• We do offer support for children's emotional wellbeing and mental health through various interventions that we either run ourselves or can access. Children who need this type of support will be discussed with the SENCO, Specialist Support Advisor, Head of School and Executive Head Teacher and the appropriate support will be put in place.</li> <li>• Support within school can be but is not exclusive to or limited to: <ul style="list-style-type: none"> <li>1:1 support</li> <li>Pastoral support and guidance</li> <li>Access to CAMHs (<i>Children &amp; Adolescent Mental Health Services</i>)</li> <li>Early Help Assessment</li> <li>Bereavement support</li> <li>Young Carers support</li> <li>Counselling support</li> </ul> </li> </ul>	<p>All children who have been highlighted as having an emotional, social need or mental health need.</p>



<p>3. How can I let the EY setting/school/college know I am concerned about the progress of my child/young person in school?</p>	<ul style="list-style-type: none"> <li>• The first point of contact should always be your child's current class teacher. All of our teachers are happy to speak to parents at the end of the school day, either informally or by prior arrangement. Also we have timetabled opportunities throughout the year for parental consultation meetings. Regular progress information is shared and a full school report issued at the end of the year.</li> <li>• If you still feel concerned after having spoken to the class teacher then you can contact the SENCO - Emma Kelly A meeting may then be arranged with parents, class teacher and the SENCO to discuss next steps.</li> </ul>
<p>4. How will the EY setting/school/college let me know if they have any concerns about my child/young person?</p>	<ul style="list-style-type: none"> <li>• Class teachers will keep parents informed if they have concerns about your child. As soon as they feel there are concerns about your child they will inform you. They will usually arrange to have a meeting with you or they will ask the SENCO to set up a meeting.</li> </ul>
<p>5. How is extra support allocated to children and young people and how do they move between the different levels?</p>	<ul style="list-style-type: none"> <li>• Extra support is identified in termly pupil progress meetings with the class teacher, SENCO, Head of School and Executive Head Teacher. They will identify the type of additional support required by vulnerable pupils and staff will be allocated around the school accordingly.</li> <li>• Children in receipt of additional pupil premium funding will be prioritised for additional support/challenge.</li> <li>• Any child in receipt of extra support through an intervention will be carefully monitored to ensure they progress at an accelerated rate.</li> <li>• Should an intervention be deemed to be ineffective strategies will be reviewed and amended within 10 weeks.</li> <li>• Parents will be notified of any extra support through pupil mentoring meetings and a letter explaining the interventions will be given to parents.</li> <li>• If your child continues to not make progress despite target support the class teacher will talk to you about it and arrange for a meeting with the SENCO. If the child has identified needs which needs provision above what is usually provided, then we will place them at 'SEN support'.</li> <li>• If your child is not making progress with the support we have available in school we may ask advice from other agencies. If your child experiences significant difficulty making progress and meets the local criteria then we can explore requesting statutory assessment for an Education, Health and Care Plan</li> </ul>

	<p>(EHCP)</p> <ul style="list-style-type: none"> <li>We will follow guidance from the Local Authority to help us make these decisions.</li> </ul>	
<p>6. What specialist services are available at or accessed by the EY setting/school/college?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> <li>Educational Psychology Service</li> <li>Teaching Assistants</li> <li>Higher level teaching assistants</li> <li>Executive SEND support assistant</li> </ul>
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> <li>Speech and Language Therapy</li> <li>Visual Impaired service</li> <li>Hearing Impaired service</li> <li>ASD Outreach</li> <li>Educational Psychology support for EHC plans</li> </ul>
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> <li>Speech and Language Therapy (under 5's)</li> <li>School Nurse</li> <li>Occupational Therapy</li> <li>Physiotherapy</li> </ul>
<p>7. How are staff in the EY setting/school/college supported to work with children &amp; young people with an SEND?</p> <p>a) What training have the staff supporting children/young people with SEND had or have available?</p>	<ul style="list-style-type: none"> <li>All staff are supported by Mrs Kelly and Mrs Martin. There are regular meetings with teachers. Children's needs are talked about and planned for as they arise.</li> <li>All of our staff have been trained in the evidence based interventions for targeted support.</li> <li>We employ a part-time, Executive SENCO, Mrs Kelly</li> <li>We employ a part-time Executive SEN Teaching Assistant, Mrs Martin</li> <li>We commission bespoke training for staff to support the needs of the school and their own career development. We access elements of the Local Authority training and development package.</li> <li>The SENCO attends the SENCO network briefings on a half termly basis where up to date information concerning special educational needs is shared and discussed.</li> <li>The SENCO attends SENCO Circles on a half termly basis run by Hampshire Educational Psychology</li> </ul>	

	Service where training is provided and school needs are discussed.
<p>8. How will activities/teaching be adapted for my child/young person with learning needs?</p> <p>a). How will the curriculum be matched to my child's/young person's needs?</p> <p>b) How will I know how my child/young person is doing and how will you help me to support my child/young person's learning?</p>	<ul style="list-style-type: none"> <li>• Teaching will be differentiated by the class teacher depending upon the needs of your child and what level they are working at. Appropriate layers of challenge are ensured. If any specialist equipment is needed the school will endeavour to ensure that it is available in order to support your child.</li> <li>• Teachers plan for the needs of individual and groups of children to ensure they can make good progress.</li> <li>• A visual, auditory and kinaesthetic approach to learning will be adopted in all core subjects.</li> <li>• The curriculum will be adapted to suit the needs of your child and make sure that it is fully inclusive for all children to enjoy and achieve.</li> <li>• The class teacher and SENCO will keep detailed records and monitoring information on your child's progress.</li> <li>• An arrangement as to how and how often you would like feedback on that progress can be arranged with the class teacher but usually you are informed at 3 parent consultation meetings throughout the year. However, more frequent updates can be arranged at the discretion of the class teacher.</li> <li>• If your child needs support at home the class teacher will inform you on how best to do that and every child in school receives weekly homework to be completed at home as well as reading on a daily basis.</li> <li>• If your child is identified as having SEND they will receive a 'Pupil Passport'. Pupil voice is an important aspect of SEND at Nettlestone Primary and is central to the Pupil Passport. As such, it will be completed in school with your child, identifying their strengths and areas of difficulty. The support and strategies which are in place will be highlighted and discussed in conjunction with your child. You will receive a copy of your child's 'Pupil Passport'. We would very much welcome your contribution.</li> </ul>
9. How will the EY setting/school/college measure the progress of my child/young person?	<ul style="list-style-type: none"> <li>• All children are assessed on a regular basis through the school year to ensure the teacher and team know exactly where your child is in their learning journey.</li> <li>• We use teacher assessments and tests throughout the year to see where your child is against end of year expectations. We use Reading, Spelling and Maths age tests every term.</li> <li>• Your child's progress on interventions will be monitored through our record keeping and recorded on the</li> </ul>

	<p>school provision map.</p> <ul style="list-style-type: none"> <li>• In circumstances where teachers decide that a pupil's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher firstly will initiate a review of the approaches adopted. In circumstances where additional support to that of normal class provision is required, the normal course of action is to provide support through SEN Support. Whether or not adequate progress has been made is the crucial determining factor of the need to provide additional support. Adequate progress is defined as that which: <ul style="list-style-type: none"> <li>• narrows the attainment gap between the pupil and their peers</li> <li>• prevents the attainment gap increasing</li> <li>• is equivalent to that of peers starting from the same baseline but less than the majority of peers</li> <li>• equals or improves the pupil's previous progress rate</li> <li>• ensures full curricular access</li> <li>• shows an improvement in self-help, social or personal skills</li> <li>• shows improvements in the pupil's behaviour.</li> </ul> </li> </ul>
<p>10. What is the pastoral, medical and social support available in the EY setting/school/college?</p> <p>a) What support will there be for my child/young person's overall wellbeing?</p>	<ul style="list-style-type: none"> <li>• Your child's teacher will have your child's interests at the heart of what they do. On a day to day basis the class team will have responsibility for pastoral, social and medical needs.</li> </ul> <p>Pastoral and social support:</p> <ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Social Skills Group</li> <li>• Clear rules and boundaries consistent throughout the school</li> <li>• Sticker cards</li> <li>• Celebration assembly</li> <li>• Tidy classroom award</li> <li>• Caring and Sharing cup</li> <li>• Attendance rewards system</li> </ul>

<p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p> <p>c) What approaches are used in early year's settings to manage behaviour?</p>	<ul style="list-style-type: none"> <li>• At Nettlestone Primary School we will try to support any child with a behavioural need by trying to identify the underlying cause for that behaviour and supporting the child and family in ways to help improve their situation.</li> <li>• At Nettlestone Primary School we could offer (after consultation with SENCO, Head of School, Executive Head Teacher, class teacher and parents) <ul style="list-style-type: none"> <li>Early Help Assessment</li> <li>Behaviour Support Plan</li> <li>Positive Behaviour Policy</li> <li>Whole school system for rewards and sanctions</li> <li>Modified timetable - access to alternative provisions</li> <li>Additional adult support</li> <li>1:1 / small group intervention work</li> <li>SAM meetings with Education Welfare Service</li> <li>Education Welfare Support</li> <li>High profile attendance reward systems</li> </ul> </li> </ul>
<p>11. What support does the EY setting/school/college have for me as a parent of child/young person with a SEND?</p> <p>a) How are young people with SEND currently involved in their education at your setting?</p>	<ul style="list-style-type: none"> <li>• We run an open school policy where parents are free to come in and chat to class teachers and the SENCO whenever they feel they need someone to talk to.</li> <li>• We also offer Early Help Assessments to those families that meet the criteria. Through these, further support networks can be accessed such as parenting support.</li> <li>• We have employed a part-time interventions specialist who is also acting as a support worker for parents with children with Special Educational Needs.</li> <li>• We can signpost to other services.</li> <li>• Children are regularly asked about how they feel about their learning, what they would like to achieve and how they can best achieve this.</li> </ul>

<p>12. How does the EY setting/school/college manage the administration of medicines?</p>	<ul style="list-style-type: none"> <li>• Medication can only be dispensed on completion of a permission form or Healthcare Plan, stating clearly the dosage/type of medication to be given. Medicines are kept securely in the school office or fridge (as appropriate). This is in conjunction with the school's policy on administering medication.</li> <li>• Please see the schools policy on administering medicines.</li> <li>• Most staff have had Epi-pen training.</li> <li>• We have had specific training for any particular needs as they arise and specific to individual children.</li> <li>• We work closely with our school nurse.</li> </ul>
<p>13. How accessible is the EY setting/school/college environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> <li>• We are a fully inclusive and fully accessible school.</li> <li>• We have access ramps to our building and facilities.</li> <li>• We have a disabled toilet and shower room.</li> <li>• There is always somebody in the school office until 4 pm every night.</li> <li>• Trips and visits are encouraged and made accessible for all.</li> <li>• Risk assessments are always carried out prior to any school trips. If difficulties are identified for specific children these will be shared with the parent/carer and a solution sought prior to the trip taking place.</li> <li>• For more detail please see our accessibility plan</li> </ul>
<p>14. How will the EY setting/school/college support my child/young person when they are leaving? OR moving to another Year?</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> <li>• We run many transitions programmes through key transition points in the year.</li> <li>• We have close links with our on-site pre-school and run play afternoons during the summer term to ensure that transition is as smooth as possible. Our class teacher visits every child in its pre-school, nursery to support transition. Home visits are offered to every family who begins school at Nettlestone.</li> <li>• If your child is moving child to another school we will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.</li> <li>• When moving classes in school: Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All Pupil passports will be shared with the new teacher.</li> </ul>

	<ul style="list-style-type: none"> <li>• We have close links with all the secondary schools and often have meetings with them and parents for those more vulnerable children moving up to Year 7. We also facilitate as many visits as we feel necessary for children to complete a smooth transition.</li> <li>•</li> </ul>
<p>15. Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none"> <li>• Please see our school policies on our website</li> <li>• Short Breaks</li> <li>• Family Information Zone (FIZ)</li> <li>• SENDIASS</li> <li>• Sure Start</li> <li>• Further information about what is on offer across the island can be found on the Council website and the Isle of Wight Local Offer <a href="http://www.iwight.com/localoffer">www.iwight.com/localoffer</a></li> </ul>

**Glossary of Terms:**

ASD - Autistic Spectrum Disorder

CAF - Common Assessment Framework

EY - Early Years

SAM - School Attendance Meeting

SEN - Special Educational Needs

SENCO - Special Educational Needs Co-ordinator

SEND - Special Educational Needs and Disability