Our SENCO is Abigail Thorlby, and her email address is senco@nethergreen-jun.sch.uk
Our SENCO also works in school as the Deputy Headteacher.
Our SEN Governor is Steve Middleton. He can be contacted at enquiries@nethergreen-jun.sch.uk

**What Kind Of Special Educational Needs Are Provided For?**
There are four areas of special educational need identified in the SEND Code of Practice 2014. These are Cognition and Learning; Social, Mental and Emotional Health; Communication and Interaction; Sensory and/or Physical needs.

**How are Special Educational Needs identified?**
Learners with SEND are usually identified by the class teacher. A parent may also express a concern about their child’s learning. Our SENCO can carry out a range of assessments, and we also have some access to a range of services such as the Educational Psychology Service and Speech and Language Therapy Service if needed. Some learners will already have had a Special Educational Need identified at Infant school, and this information is passed on to us by that school.
If Special Educational Needs are identified, SEND Support should be put in place. (This replaced School Action and School Action Plus from September 2014.) In March 2019, 66 pupils have SEND Support. Pupils are now placed onto the Sheffield Support Grid, which suggests provision, and we monitor these levels within our Locality. Children with more complex needs will have a My Plan or EHCP.(Education and Health Care Plan.) We currently have three pupils in Mainstream and 13 in the Integrated Resource with an EHCP.

**How are parents consulted and involved?**
We have three parents evenings each year. For pupils with SEND we also hold review meetings each term when parents, class teacher, SENCO and Support Staff where relevant can review progress and set targets. We communicate in a range of ways – conversation, letter, e mail, phone call, home-school book – especially for pupils with more complex issues. We have an SEND section on the school website with information for parents including useful websites and information sheets. We ask parents to complete an SEND Questionnaire as their child leaves Y6.

**How are children consulted and involved?**
All pupils have the opportunity to talk with teachers and teaching assistants about ways to support them, e.g. pupil/teacher mentor sessions. Pupils have access to a learning mentor who can talk with them and discuss things with them. Pupil questionnaires are carried out annually. Pupils complete a review sheet before SEND reviews, either with a Teacher/Teaching Assistant/SENCO or a Parent. They may come to the final review in Y6.

**What are the arrangements for assessing and reviewing progress, and what opportunities are there to work with parents and children?**
We hold review meetings each term when parents, class teacher, SENCO and Support Staff where relevant can review progress and set targets. These are recorded on an SEND Support Record (Individual Education Plan), and in line with the 2014 SEND Code of Practice, notes of the discussion at the review meeting are given to parents.

**What are the arrangements for supporting transition?**
We have a transition programme with our two feeder infant schools, which includes events such as concerts, staff visits, a Y2 evening, a lesson in school, and the SENCO attends Y2 SEND reviews in the summer term. Some pupils have additional visits in a small group with a TA to look round the school and take photos.
Friendship groups are considered and careful grouping takes place. If children come from other schools we work with the parent/carer and school to organise a programme of transition. Some pupils also benefit from additional support at transition points between year groups within school, for example additional time with a new class teacher.

For transition to Secondary School, we have liaison between staff, the SENCO from the Secondary school will attend the last SEND review or will meet with the SENCO, and Y6 and Y7 staff also meet to discuss pupils. Pupils visit our local Secondary school for lessons, and each Secondary holds their own Transition days and open evenings. Some pupils may have additional visits in a small group with a TA to look round the school and take photos, and may have additional transition work in small groups in school.

**What is the approach to teaching children with SEND, and how are adaptations made to the curriculum and learning environment?**

Every teacher is a teacher of pupils with SEND, and the SENCO helps staff to plan for this. Differentiation is an important aspect of this, alongside a range of activities and interventions. Examples of such activities are:

- Specific Learning Difficulties (literacy or maths) – Tracking books, Letters and Sounds groups, coloured overlays, high interest/low reading age books, Wordshark, Numbershark, Lexia, Precision Teaching, Inference Training
- Fine or Gross Motor Skills – Write From The Start, Handwriting Programmes, pencil grips, Gross Motor Skills groups, Trampette Programme, Typing Skills
- Speech and Language – Vocabulary Improvement Programme, Narrative Intervention Programme, Talk Volunteers

We have also supported pupils with individual physiotherapy or speech and language programmes under the guidance of a Physiotherapist/Speech and Language Therapist.

We have made some changes of provision to support children SEND needs in line with individual plans and needs; these have to be carefully balanced and reasonable.

The school has a main building housing most of the classrooms, two mobile classrooms, and a sports hall. It is possible to access the main building, sports hall and two of the outside classrooms with a wheelchair, and two pupils have used wheelchairs previously. One outside classroom is currently not accessible with a wheelchair. The school building is over 100 years old and it is not possible to modify it further. Some rooms such as the main hall and sports hall have poor acoustics, but most classrooms have a reasonable auditory environment. There are disabled toilet facilities. The playground is fenced and reasonably secure. We have provided visual timetables for pupils who benefit from them. Some pupils have eaten in a separate room if the dining room is too noisy for them. Quieter areas have been created in the playground, and we also try to provide alternate activities at lunchtime for children who find the playground challenging.

**What is the expertise of staff, and what training have they had?**

We have an ongoing programme of whole Staff training, and in the past this has included Autism Education Trust Tier 1 and 2 training, the Sheffield Support Grid, Reading, Questioning Skills, Sensory Issues, Running a Social group, Speech and Language Issues, Vocabulary Groups, Emotional and Mental Health and Wellbeing, Attachment, ADHD, Emotion Coaching, Mighty Minds. Individual staff (Teachers and Support Staff) have attended courses covering a wide range of subjects including Mental Health issues, Lego Therapy, speech and language, VIP and NIP programmes.

Information on a need to know basis is passed onto relevant adults including Lunchtime Supervisors, Peripatetic Teachers and Supply Teachers.

**How do we evaluate the effectiveness of the provision made for children with SEND?**

The school uses tracking data to carefully map the progress of all pupils, and the Deputy Head and SENCO meet with class teachers to monitor this. Pupils are assessed before and after interventions to monitor
effectiveness. IEP targets are monitored and assessed at least termly. Y6 Parents complete a questionnaire about SEND in July. Feedback in July 2019 was extremely positive with some helpful suggestions.

**How are children with SEND enabled to join in activities available for children who do not have SEND?**
We aim to include all learners in additional activities such as school trips and residential visits. This is done in conjunction with parents / carers. Special consideration and planning takes place to make inclusion possible with additional support where appropriate and reasonable. Trips and visits are adapted to include individuals e.g. provision to attend just part of a visit.

**What support is there for improving social and emotional development?**
Teachers place an emphasis on the well-being of all their pupils. We also have a Learning Mentor who can support pupils individually or in small groups. We offer lunchtime clubs for vulnerable pupils. We will involve outside agencies such as the MAST team and Educational Psychology for additional support. Assemblies and PHSE sessions raise the awareness of disabilities to our learners. Staff have received training in Emotion Coaching.

**How do we involve other bodies in meeting children’s SEND?**
We have good relationships with outside agencies such as the Educational Psychological Service, and access other agencies such as the Multi-Agency Support Team, Physiotherapy Service, Speech and Language Therapists, Autism Service, CAMHS Team for example as needed.

**How do we support Looked After Children?**
We liaise closely with foster carers and the Local Authority on a regular basis through meetings in school and outside school, to monitor progress and emotional well-being.

**Where can I find the school’s contribution to the Local Offer?**
The Local Offer explains what our school can offer to children with SEND.

http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=nhDxw6FpDgk&localofferchannel=3_4

Other useful information can be found here:

http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/home.page

There is also a link from our website using the menu “About – SEND.” Our school **SEND Policy** is on our website, as is our **Parents Guide**.

**How would I make a complaint about the provision for SEND?**
You will find a policy detailing the procedure for making a complaint on the school website. We would hope that most problems could be resolved by discussion with the class teacher or SENCO initially.

Abigail Thorlby (March 2020)