

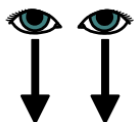


Nene Valley Primary School

SEND Information Report

2024 – 2025





What is our vision?

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect and understanding of individual needs in which all pupils can reach their potential, contribute fully to school life and achieve their best. We endeavour to work in collaboration with parents and carers. Our pupils will become successful learners, confident, responsible individuals and be well prepared for their future transitions, to secondary school and beyond.



Who co-ordinates SEN provision in our school?



The SENCO is Ms Rachael Tomlin.

If you would like to contact Ms Tomlin, please call school on **01733 897517** or email senco@nenevalleyprimary.net.





Please note that Ms Tomlin works part-time and is in school on Tuesdays and Fridays.



What are 'special educational needs'?

A child has SEN if they have a learning difficulty that requires provision that is 'additional to, or different from' the majority of their same-age peers. At Nene Valley Primary School we support children with a variety of special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

Children's needs fall broadly into these four areas, but there are commonly overlaps.

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



How do we identify need and assess progress?

At Nene Valley Primary School we work closely as a team to implement an 'assess, plan, do, review' approach to help us ensure that children make progress both academically, socially and emotionally.

We carefully consider a pupil's strengths and areas where they need more support, put support in place (which may take place in or out of the classroom) and then review how effective that support has been.

If staff continue to have concerns about the pupil's progress or wider development, they will raise this formally with the SENCO. At this stage, a decision will be made to continue another cycle of 'assess, plan, do, review' or to provide the pupil with SEN support.

We strive to work in partnership with parents and are always willing to listen to parental concerns, as we appreciate that children may present differently in the home environment.

If we consider that it is necessary to put SEND provision in place, parents will be notified without delay and the class teacher will explain what provision will be put in place to help your child achieve their targets.

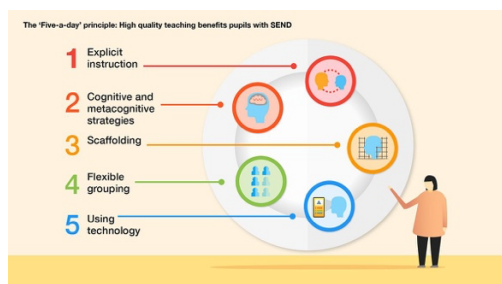
Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

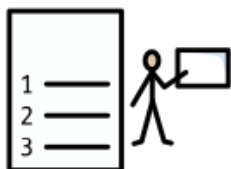


What is our approach to teaching children with SEND?

Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their teaching to cater for their pupils. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

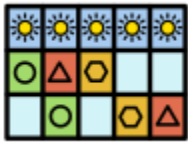
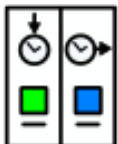


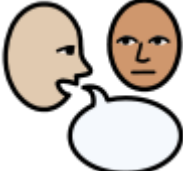







We use the 'Five-a-day' principles and embed them into our lessons.





How do we adapt our curriculum?


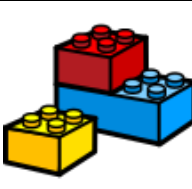


We use a range of strategies, adjustments and equipment across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. Adaptations also extend to social routines and times of the day, if required.


		
Visual timetables	Task boards	Peer buddy
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Visual word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

We also seek advice and equipment from outside agencies as and when the need arises.

As well as support for pupils in class, we run additional intervention sessions and programmes to develop children's academic, communication, speech, language, social and emotional skills.

Examples of our SEN provision are listed below:

 <p>How do we work with parents and carers?</p>	<p>At Nene Valley Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. If you have concerns about your child's learning and development, please discuss them with your child's class teacher in the first instance.</p>
	<p>We hold SEN review meetings for parents every term and the SENCO is available at parents' evenings to discuss any concerns. These meetings are used to celebrate your child's learning, look at the progress they have made against the outcomes set, create new targets and discuss next steps. A copy of this will always be shared with you after the meetings.</p>
	<p>For children who have an Education, Health and Care Plan, parents will be invited to the usual SEN review meetings, as well as their child's annual review meeting.</p>
	<p>Where there are opportunities for parents to access training courses and support networks outside of school, we aim to make this information available via email or on the school website.</p>

We seek to act upon any parent feedback we receive on our SEN provision.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.






How do we get pupils' views?

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

		
Self-assess how well they are doing	Attend meetings and help decide the support needed.	Feedback and review progress/interventions



How do we know our provision is effective?

Reviewing progress in SLT meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENCO.

Holding termly reviews for children who have EHCPs or are receiving SEN support and have an individual learning plan. Holding annual reviews for children with EHCPs.



How do we ensure our staff are highly skilled?

At Nene Valley Primary School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand a range of needs and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first and gain your consent.



How do we support transitions?

Reception

We conduct a home visit in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO (if relevant). The EYFS Lead and SENCO then do a follow-up visit to the children's pre-school setting to discuss relevant SEN information with staff to ensure a smooth transition.

We hold two 'taster' sessions in the second half of the summer term in preparation for their September start.

In September, children transition into school gradually. However, the transition timetable is adapted wherever necessary to meet pupils' specific needs in collaboration with parents/carers.

End of Year transition

Each successive year, transition is supported by taster sessions in their new class and booklets for children to read over the summer holidays which contain photographs of their new class and staff they will work with.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

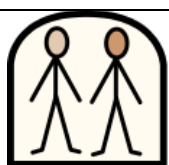
Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. This usually involves meeting members of the inclusion departments, and some schools offer additional visits for children with SEND.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified SEN, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place and contact the SENCO at the pupil's previous school to share relevant educational information.



How do we
work with
specialist and
external
agencies?

We work with the following agencies to provide support for children with SEND:

- Specialist Teaching Services for ADHD, Autism, Sensory Support
- Occupational Therapy & Physiotherapy services
- Futures in Mind (Independent Educational Psychology service)
- Healthy Child Programme 5-19 yrs.
- Speech and Language Therapy (NHS)
- Emotional Health and Wellbeing Service
- YOUNited mental health referral hub
- Neurodevelopment service (community paediatricians)
- Targeted Support team (Early Help)

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will share the advice with you.



How do we ensure children are involved in all aspects of school life?

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips such as day trips and residential.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to take on roles of responsibility in school.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's Accessibility Plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.



What if I have a complaint?

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENCO. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office – 01733 897517 or office@nenevalleyprimary.net

Thomas Musson – Chair of Governors
Currently vacant – SEND Governor



What support
is available in
the local area?

The Peterborough Local Authority local offer can be found at the link below. This provides parents and carers with information about advice and support that can be found in the local area.

[Peterborough Information Network | Peterborough SEND Information Hub \(Local Offer\)](#)



What
feedback have
we received?

'Leaders identify and support pupils with special educational needs and/or disabilities (SEND) effectively. Teachers and teaching assistants adapt classroom resources to ensure the curriculum is broken down into smaller steps when necessary. Pupils with SEND learn alongside their classmates and access the same curriculum. They learn and achieve well.' (Ofsted, June 2023)