School SEND Information Report Mount Nod Primary School 2024/25

This document is intended to give you information regarding the ways in which we ensure we support all our pupils including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Definition of Special Educational Needs and Disability (SEND)

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'

Code of Practice 2015

Definition of Disability

'A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities'

Equality Act of 2010

At Mount Nod Primary School we aim to offer the best learning experiences tailored to meet the needs of our pupils.

Mount Nod Primary School is a friendly and dynamic place, with pupils who are enthusiastic, independent learners. We are very proud of them all and what they achieve, both academically and personally. We put a high premium on offering our pupils high quality experiences which enable them to become confident, reflective and independent learners. We value creativity and believe that in order to become lifelong learners children need to have the opportunity to extend and apply the skills we teach them. Our school is an inclusive and welcoming place; we value all the members of our school community.

What should I do if I think my child has SEND?

In the first instance, contact the class teacher to discuss the issues. Your child's class teacher will be able to discuss their current attainment levels and concerns with their progress. They will be happy to discuss any concerns with you and can pass on relevant information to other staff. The provision for children with SEN is overseen by Mrs Rose the school SENDCo (Special Educational Needs and Disability Coordinator). If you have any concerns regarding your child or would like to speak to our SENDCo please contact Mrs Rose on 02476 466837, email irose@mountnod.coventry.sch.uk or call into school to make an appointment.

What kind of SEND do you make provision for at this school?

We are a mainstream school and currently we support children who have a range of special educational needs (SEN). A number of our pupils do have special educational needs.
The Code of Practice 2015 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).

2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.

3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.

4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

Mount Nod Primary School has experience in supporting children with all of the above, and we invest time and training from outside agencies to support any child in our care to ensure their needs are met.

How do you know if a pupil has SEN?

Class teachers closely monitor the progress made by all children and ask advice from the SENDCo as soon as they have any concerns about any pupil. The class teachers and SENDCo meet regularly to discuss individual pupils needs which helps to inform the provision mapping process. Pupil Progress Meetings are also convened regularly by the class teachers and senior leaders, where the progress of children is the key to the discussions.

The SENDCo can advise class teachers on strategies or special programmes that may allow the child to make the required progress. If these do not work, then typically the class teacher would inform the SENDCo and we would meet with the parents to discuss together whether it is appropriate to put additional support in place to address their Special Educational Need. A support plan would then be drawn up explaining how a child's needs will be addressed and will be reviewed with parents/carers termly. The impact of programmes and interventions is measured and if progress is not accelerated further, more specialised programmes/temporary additional support is made available. It may become necessary to contact external specialist services.

How will I know if my child is receiving SEN support?

As a school we aim to maintain open lines of communication with parents/carers. As soon as we become concerned about the progress of a pupil the class teacher will discuss this with the parents and work together to devise a plan of support. If this does not accelerate the progress, then the SENDCo and class teacher will meet with the parents/carers for a review meeting. They may then be formally recorded on our SEN register. All children on the SEN register receive support that is 'additional to and different from.....' which is recorded on an individual provision map or support plan and reviewed at least once a term (three per year).

Where can I find information about the school's SEND policy?

Our SEND policy will give you the information you need about how we make provision for all pupils with SEND. If you would like to discuss SEND provision, please contact our SENDCo.

How do you make sure that the SEND support is helping children make good progress?

Class teachers closely monitor the progress made by all children and ask advice from the SENDCo as soon as they have any concerns about any pupil. Interventions that are not improving progress are adjusted or replaced with other provision.

How do you check and review the progress made by pupils with SEND?

All children on the SEND register receive support that is 'additional to and different from.....' which is recorded on an individual provision map or support plan and reviewed at least once a term (three per year). Progress is a key part of these meetings and adjustments are made accordingly. Additional specialist advice may be sought. During these meetings progress against targets will be discussed. Potential barriers to learning will be identified and plans made to overcome them. New targets will be set, and roles and responsibilities defined. In attendance will be class teachers and parents/carers. Dependent on a child's provision there may also be one or more of the specialist agencies represented. Minutes will be circulated after the meeting and individual provision maps or agreed actions. These form the basis for subsequent discussions. We aim to provide a variety of appointment times to try and accommodate different work patterns. Parents are more than welcome to bring a friend or relative to support them. They may also find it useful to contact SEND Information And Support Service (IASS) who offer support and guidance.
https://www.coventry.gov.uk/send-information-advice-support-service-iass

How do your teachers help pupils with learning difficulties or disabilities to learn?

Quality First Teaching is at the heart of our provision. Your child's teacher will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. Your child's teacher will also put in place specific strategies. These may have been suggested by the SENDCo or specialist external agencies to enable your child to access the learning task.

How have you made the school buildings and site safe and welcoming for pupils with SEND?

In the case of pupils with disabilities, an accessibility plan will be created to detail the extent of which disabled pupils can participate in the curriculum. School will aim to improve the physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by school. This improves the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled. Individual children with very specific requirements have a PEEP (Personal Emergency Evacuation Plan).

What if my child requires medication? Who will support them with this?

If a child has a medical need, then a health care plan will be devised in consultation with the SENDCo, Mrs Rose. Please contact the school to arrange an appointment to complete a care plan.

What social, before and after school and other activities are available for pupils with SEN?

We have an inclusive policy in regard to all additional activities. Offsite activities are planned to be accessible to pupils with SEN or disabilities. Some activities are designated as suitable for certain age groups and this is made clear in the advertising of it, for example: Y5 School camp, Y6 residential to Dol y Moch. Where a child may require special provision to make the event accessible, a plan would be drawn up in partnership with parents.

How will a safety risk assessment be carried out that reflects the individual need of a pupil with SEN when outside the classroom and on school trips?

Risk assessments are completed for any educational visit or experience. Individual children may be named on the risk assessment as necessary; some pupils have a risk assessment dedicated to them to meet their specific needs.

How does your school support pupils' social and emotional development?

We have a learning mentor, Miss Kilcoyne and we aim to ensure children are happy and have a positive experience at school.

We do this through:

- Tailored 1:1 support
- Targeted small group support
- Delivery of the 'Boomerang' wellbeing groups in KS2
- Emotion Coaching
- Mindfulness utilising the Headspace app
- Lego Therapy Groups
- Lunchtime clubs
- Providing guidance/ signposting for families and their children regarding support services
- Working in partnership with other agencies/ services to make appropriate referrals

More information can be found on the school website.

What support is there for behaviour?

At Mount Nod Primary we seek to promote good relationships so that we can work together to create a respectful and caring environment where learners can feel safe, happy and flourish, and all members of the school can work together in a supportive way.

As a school we aim to promote our values of respect, responsibility, equality, challenge and resilience to enable every member of the school community to feel valued and respected and help children to recognise their own value and enhance their self-esteem.

More information can be found in the school Behaviour Policy which can be found on the school Website.

How does your school promote a positive attitude and inclusive culture towards SEN by the whole pupil population?

We celebrate all achievements in all areas of life. All children are encouraged to attend all relevant events and activities and stand for the student council roles. We use PHSE lessons to promote our positive, inclusive ethos and engage children in supporting each other to overcome barriers encountered in all areas of school life. Assemblies and class peer awareness sessions, throughout the year, aim to raise awareness of how we can celebrate our differences and help each other learn. We encourage our pupils to become involved in our community and they often have fund raising ideas to support others.

How are the adults in school supported to work with children with SEN and what training do they have?

There is an ongoing programme of CPD and direct support and advice from specialist external agencies our Network schools, and internal training. The CPD programme is linked to the school improvement plan. There is CPD planned for individuals and groups of staff as well as whole school. In addition, we regularly work with other local school to access joint specialist professional learning.

What happens if my child needs specialist equipment or other facilities?

The school works in consultation with specialist external agencies to secure appropriate equipment for those that require it. We have some resources on site (sit fit cushions, angle boards, pencil grips etc.) and respond to specialist agency reports to make any necessary purchases for auxiliary aids.

Who will help me support my child at home?

We advertise parent sessions that are available from other organisations on the school website and via Class Dojo.
Teachers/SENDCo will be happy to support parents with ideas as to how to help their child at home and can seek advice from specialist agencies when needed.

Do you offer any parent training or learning events?

We work closely with our schools Family Hub to offer support to families. A family hub is a place where children, young people and their families can go when in need of help and support. The people working in the family hub will work in partnership with you and your community. We have offered Emotion coaching and Mood training parents sessions in the past and can facilitate referrals for additional support e.g. positive parenting courses, SENDIASS coffee mornings, Early help assessments for families.

How is my child involved in their own learning and decisions made about their education?

Dependent upon the individual child, pupils may attend a part or all of the IPM meetings. Teachers give pupils feedback and enter into a dialogue with them about their targets and what they need to improve on. Teachers also take into account personal preferences and interests when developing personalised programmes of work. As a school we gather pupil voice regularly and analyse the results to inform our practice.

Who should I contact if I am not happy with my child's learning/ progress/ provision?

Your first step should be to contact the class teacher. If your query is not resolved, then contact the SENDCo – irose@mountnod.coventry.sch.uk

If you are not satisfied with the outcome, you should follow the school's complaints procedure. A copy is available from the school office or school website.

Who else provides services in school for children with SEN or disabilities?

At Mount Nod Primary School we work with a number of external specialist support agencies. This list provides some of the most recent agencies our school has worked with but is not an exhaustive list:

Speech and Language Service

Complex Communication Team - CCT

Sensory Support Service

Social Emotional Mental Health and Learning Team –SEMH&L

Educational Psychology Support Service -EPS

Children's Services and the Family Hub

Primary Mental Health Service

SEND Information and Support Service (IASS)

Occupational Therapy

Contact details for all of these services can be found on the Coventry City Council SEND website

https://www.coventry.gov.uk/sendlocaloffer