



# **Nettlesworth Primary SEND Information Report**

**September 2025**

**Donna Lee**

**Head Teacher**

# Introduction

Our **SEN Information Report** – which is part of [\[Durham County Council's Local Offer\]](#)– provides details about how we support children and young people with Special Educational Needs in our school.

The SEN Information Report was reviewed and updated on September 19th 2024

At Nettlesworth Primary we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEND

At Nettlesworth we have a PSA who works closely with the SENDCO/MAGT/Inclusion Co-ordinator. Our SENDCO is also the Designated Teacher for Looked After Children who works closely with teachers to ensure all in school understand the implications for those children who are looked after and have SEND.

This SEND Information Report should be read alongside the school's **SEND Policy**, the Equalities Information and Objectives and the **Accessibility Plan**.

## Key Contacts

- Mrs Donna Lee is The Head Teacher
- Mrs Donna Lee is our designated Special Educational Needs Co-ordinator. She also has the responsibility for MAGT and Inclusion
- Mrs Diana Barclay is our designated SEND Governor

They can all be contacted via our website on the contact us button or by phone on 0191 3710444

## SEND Admissions

For information on the admission of pupils with a disability, please visit the [School Admission] section of our website and view the **Accessibility Plan** in our [School Policies] section.

If you would like to discuss your child's SEN in more detail please contact the school to arrange an appointment.



The full range of local support available for children/ young people with SEND and their families within and outside of school can be found in the [\[County Durham Local Offer\]](#)

## Our SEN Provision

There are four broad areas of special educational need, these are:

- **Communication and Interaction**  
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**  
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**  
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**  
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

## The kinds of SEN that are provided for:

At Nettlesworth Primary, we have experience of supporting children and young people with a wide range of need including:

Moderate Learning Difficulties

Autistic Spectrum Disorders

Specific Learning Difficulties including Dyslexia

Speech and Language Difficulties

A range of physical difficulties including vision and hearing, spina bifida

Social, Emotional and Mental Health Issues including ADHD (Attention Deficit Hyperactivity Disorder)

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Need	Number of children	Year group
ASD	13	R,2,3,4,5,6
MLD	1	3
SPLD	1	5
SEMH	3	2, 6
SPEECH AND LANGUAGE	4	R,1,2,5
PHYSICAL DIFFICULTIES	3	1,2, 6

## Our approach to teaching children & young people with SEN

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal

requirements of the Early Years Foundation Stage Curriculum / National Curriculum, but also a range of additional opportunities to enrich the experiences of all pupils.

The Curriculum also included the social aspects that are essential for lifelong learning, personal growth and development of independence.

Nettlesworth Primary School is a place where inclusion, pupil voice and respect are valued.

Our school aims to provide all children with a well- planned and balanced education taking full account of National Curriculum Statutory requirements. Within the bounds of this we also provide for individual children's special needs which may require more challenging work or additional help. We are an Inclusion Quality Mark School, who focuses on the pursuit of outstanding teaching and learning and creating an environment in which every student, including those who do not have disabilities, have the opportunity to flourish.

We are a NACE accredited school (an award in recognition of school-wide high-quality provision for more able learners within a context of challenge for all) and ensure there is a whole school commitment and a clear focus to providing for More Able Gifted and Talented pupils. We provide pupils with a wide range of experiences and opportunities individualised to their personal needs and interests. Parents are closely involved in the education of their child and are consulted about their provision.

As a Rights Respecting Gold School, we place the UNCRC (United Conventions of the Rights of a Child) at the heart of its planning, policies and practice. The school has a Rights Respecting Ethos, where children are empowered to become active citizens and learners.

Nettlesworth Primary School is like a family, where everyone is cared for. We provide a secure and happy environment in which children, as members of the school family, acquire the basic skills needed in order to make progress in all aspects of their life. We work together where all members of the community feel safe, achieve and make a positive contribution to the school and the wider community.

Children are given opportunities to broaden experience, listen and talk about what they explore and investigate, develop skills and practice them.

You can access much more information about our curriculum including teaching and learning via our website.

## How we adapt the curriculum and learning environment for children & young people with SEN

We adapt the curriculum and learning environment for pupils with SEN:

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

Some of the actions we may take to achieve this are:

- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Modify the curriculum to meet individual needs.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.

- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

At Nettlesworth Primary we do our best to ensure that all children are offered the opportunity to participate in activities outside the classroom and extra curricular activities. We ensure that reasonable adjustments are made to enable children with SEND to access a full curriculum and to enrich the experiences of all pupils. We are prepared to seek advice, resources, equipment and training in order to provide high quality experiences for our children. Many settings offer support and advice in meeting the needs of children with SEND and offer specific risk assessments which are sent to the school prior to school outings or visits. As a school we ensure that suitable and accessible transport is provided and that comprehensive risk assessments cover travel arrangements to ensure that all children are safe during excursions

More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find in the [School Policies] section of our website.

## How we identify, assess and review children with special educational needs

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called **Quality First Teaching**.

### Early Identification of Need

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in partnership with parents/carers, pupils
- Consult with relevant external agencies
- Use assessment tools & materials
- Use observations
- Use Short Notes
- Other

### SEN Support

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of “**Assess, Plan, Do, Review**”.

This means that we will:

- **Assess** a child’s special educational needs
- **Plan** the provision to meet your child’s aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

At Nettlesworth Primary termly assessment is carried out and by staff who work together to moderate children’s work. This moderation is supported by the Local Authority on a regular basis. The school uses a tracking system to analyse data and to identify gaps in children’s learning and to plan appropriate intervention when required. Different children require different levels of support to diminish the difference

and to achieve age related expectations.

Children/young people may join Nettlesworth Primary with parents having a clear understanding of their child's needs and as a school we see parents as partners in their child's educational journey. In this case we work together with parents/carers and young children/person and education, health and social care professionals to design an individualised SEN Support Plan that describes the child's needs, outcomes & provision to meet those needs. Parents/carers and child/young person views are integral to the this process.

School staff may initially identify a concern the class teacher alongside the SENDCo will discuss the child's needs and a meeting with parents/carers and/or the child/young person would be arranged at the earliest opportunity. During this meeting a **Short Note** would be completed with agreed outcomes for the child/young person and next steps. The next steps may require the involvement of specialist support or advice for example, Educational Psychology, SENDIASS (Parents Advice and Support Service) or another of education health and social care professional. It is important to understand that the involvement of professionals does not always seek to label or diagnose but to seek advice and strategies to enable a child/young person to reach their full potential.

For some concerns, we may discuss the involvement of specialist support, for example, Education Psychology, SENDIASS (support for families) or Occupational Therapy. It is important to understand that the involvement of professionals does not always seek to 'label' or 'diagnose' children but to seek advice or strategies to help them to reach their full potential.

As part of this approach, every child with SEN will have an individualised SEN Support Plan that describes the child's needs, outcomes & provision to meet those needs. Parents/carers and child/YP (where appropriate) views are integral to this process.

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

The purpose of an EHCP is to make special educational provision to meet special educational needs of the child or young person, to secure the best possible outcomes for them across education (SEND Code of Practice p.142). It is a legal document that describes a child or young person's special educational, health and social care needs. We currently have two EHC Plans.

For more detailed information see the [\[Local Offer\]](#)

## Details of Identification and Assessment of Pupils with SEN

Early identification is the key to what we do. Transition visits to nursery and pre-school settings allow us to very quickly find out important information about a child's development. Likewise parents/carers can provide a picture of their child's development at home and help us to piece together a view of the child's strengths and learning needs.

Once a child enrolls within our school they are monitored against EYFS profile by experienced classroom staff. However it is often at this stage that difficulties in areas such as co-ordination or speech and language are picked up. Once a child is identified as needing additional support either from within school or an external agency every effort is made to ensure that help and guidance is provided as quickly as possible.

Class teachers work closely with our SENCO (Mrs Lee) in order to make sure that children's individual support plans closely match their direct learning need. These plans are monitored and updated on a regular basis and, along with much that we do, has the child and the family at the centre of it.

As a child moves out of EYFS assessment in a variety of areas takes place on a regular basis using age appropriate tests in Reading, Writing SPAG (Spelling, grammar and punctuation) Numeracy and Science. The results of these assessments are used within school to plot areas of strength and future development. Pupil Progress reports to parents three times a year are also given.

The progress of pupils with SEND issues are tracked across the school as a distinct group who's attainment is matched against other pupil groups within school.

Nettlesworth Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, **this provision is designed by the relevant Nettlesworth staff members working alongside the child, the child's family and, where necessary, outside agencies\*** (e.g. a Speech and Language Therapist or an Educational Psychologist).

We do this so that each child has a programme which is directly tailored to their individual learning need.

Typically, a child with Special Educational Needs and/or Disabilities will have an **SEND Support Plan** which sets out **outcomes** that are currently being worked on and what **additional provision** is put in place for that child. The content of the plan is negotiated, as appropriate, with the child and the child's family. This is why it is so important that parents/carers attend our **Parental Consultation meetings**. At every stage of the process both the child and family are held as central to what we do.

For many children, **outcomes** will be connected to learning and will often be specifically to do with Literacy and Numeracy. For other children, they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example problems to do with fine motor control) ... the list is endless! The most important point is this: **outcomes depend on the needs of the child.**

Children with a support plan are assessed in an on-going manner by class teachers and support staff. Regular reviews of progress towards the targets outlined in the support plan are undertaken by class teachers, SENCO, pupils and parents. Class teachers will regularly inform children and their parents of progress towards targets and new ones negotiated when necessary. This will generally take place at

formal parent/teacher meetings but is often also discussed at more informal meetings. Children are informed of progress towards targets on a weekly basis via Next Step feedback comments in work books and verbally by teaching staff.

The school offers many different forms of **additional provision**. This can include: additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; mentoring; counselling; and access to a wide range of outside agencies\*. Additional provision is overseen by the school's highly-qualified SENCo and is designed and implemented by an excellent team of teachers, ably supported by a fantastic group of teaching assistants. Like with individual targets, the most important point is this: **additional provision depends on the needs of the child**.

As a school we are constantly reviewing and assessing our intervention strategies and attainment of all children including those with SEND for their impact and effectiveness.

Children who have a support plan are tracked in terms of their progress via class based step trackers. These then allow teachers to track attainment and if necessary put additional intervention strategies in place. The attainment of the SEND group in school is tracked as a distinct cohort throughout the year from starting points in September through to end of year attainment in July. This allows us to evaluate the impact and effectiveness of our provision by comparing the attainment of this group of children with the different cohorts within school and at a national level.

In addition, **all** Nettlesworth pupils benefit from a range of teaching and learning styles; a differentiated curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; access to ICT; differentiated booster classes in Year 6; and a broad range of extra-curricular activities (including in the future residential visits in Year 5 and Year 6).

For further information please view or download our **Accessibility Plan** which can be found in the [School Policies section] of our website.

## How children with SEN engage in all activities?

We enable all children to engage fully in all aspects of school life. To do this, we:

- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Ensure that all pupils have access to the school curriculum and all school activities.
- Ensure every child has the entitlement to a sense of achievement.
- Other

It is worth pointing out that we do not offer targeted extra-curricular activities for children with Special Education Needs, but instead actively try to ensure that **all our extra-curricular activities**, including any residentials, **are adapted for children's specific needs**. We are delighted by the number of pupils with Special Educational Needs who participate fully in school trips, residentials, extra-curricular clubs, art endeavours, sports teams and school committees (e.g. our [Rights Respecting Council](#), SSoCs Crew and our Fairtrade Steering Group). As a Rights Respecting school we value and very actively encourage pupil participation and voice in every aspect of school life. This is done via the creation of [School and Class charters](#), Pupil school improvement plans, questionnaires and pupil voice at all levels. This forms the basis of all work we do with every child and links to UNCRC articles: 12 and 23.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment. You can also access more details via our school [SEND policy](#)

## How we evaluate the effectiveness of SEN Provision

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

[Schools to personalise/delete each bullet point as appropriate – specific examples of how do you do each of these and link to relevant policies.]

- Robust evaluation of policy and practice
- Book scrutinies/
- County/Cross-County moderation
- SENCO/SLT/Governor monitoring
- Learning walks
- Performance management
- Mentoring

## Support for Emotional & Social Development

All of our pupils, regardless of their learning needs are given a high level of pastoral and social support from the moment they enter school right through to when they leave.

Our pastoral system consists of school teams who are made up of children of all ages from Reception through to Year 6. Each team has team captains and work closely together on school based projects and targets. Teams sit together in assembly and eat lunch together.

Within classrooms class teachers develop very close relationships with each child to ensure that they are happy, secure and ready to learn on a daily basis. We are a small school and work collaboratively as a team to ensure that each child is being the best learner they can be regardless of difficulty.

As a Rights Respecting Gold School, we place the UNCRC (United Conventions of the Rights of a Child) at the heart of its planning, policies and practice. The school has a Rights Respecting Ethos, where children are empowered to become active citizens and learners.

Children with medical needs are catered for in the same way with, if necessary, designated people to deal with any physical or emotional difficulty that we can. All staff are trained in Paediatric first aid and one member of staff is trained in the administration of medication within school following the appropriate County guidelines.

Socially we do much to develop our children's skills. We are a "talking" school and all staff have really close relationships which foster trust respect. In addition to this children within our school support and care for each other to a very high degree. They are also expected to demonstrate high levels of responsibility and pupil involvement which fosters greater self-esteem and confidence.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

# Looked After Children with SEND

We have a Designated Teacher for Looked after Children/SEND/CO Mrs Donna Lee to ensure all teachers in school understand the implications for those children who are looked after and have SEN.

A significant amount of children may be undiagnosed when they begin to be looked after and we work quickly and effectively to assess any undiagnosed SEN to ensure that they are addressed as quickly as possible. Mrs Donna Lee works closely with all LAC with SEN and with all staff to ensure that they understand the implications for LAC with SEN. LAC with SEN are supported in school and have a Support Plan which is reviewed every term. All LAC have a statutory Care Plan, which is drawn up and reviewed by the Local Authority that looks after them. The Personal Education Plan (PEP) is a legal part of the Care Plan; which is a statutory requirement for LAC in education provision. Mrs Donna Lee ensures that LAC have a PEP which is also reviewed every term. The Support Plan and the PEP should compliment each other. If a LAC with SEN requires further assessment for an Education, Health and Care Plan (EHCP) we are particularly aware of the need to avoid any delays for LAC and carry out the EHC needs assessment in the shortest possible timescale. Addressing a LAC's SEN will be a crucial part of avoiding any breakdown in their school and or care placement.

## SEN Transition

What we do

Transition at both ends of a child's school career has a key role to play in their development and early educational career.

It is important to us that children are well prepared for the next steps in their educational journey.

We, as a school, recognise that this particular point in a child's school career can be especially important for children with additional needs.

To this end the following procedures are put in place:

### Nursery/Pre-school into Foundation Stage

Before a child starts with us we try to gain as much insight as we can into the child's educational needs, stage of development and family background. Class teachers will regularly visit with nursery/pre-school settings to meet the child and family in a familiar environment and if deemed appropriate will undertake home visits.

Parents are always encouraged to visit school on a number of occasions before their child starts with us to allow them to meet people, become familiar with the school environment and of course ask any relevant questions.

Formal "meet the teacher" sessions are held for parents and a series of at least 4 pre-school visits are organised for the children to come and experience school for themselves.

Throughout this time parents/carers are encouraged to share information regarding their child with us in both formal and informal ways.

Children with SEND may require additional support when moving from their nursery or pre-school setting and we work with staff in these settings to ensure that so that all relevant

information is shared. This means that the transition process can be as seamless and supportive for both parent and child as possible.

### In- School Transition

As we are such a small school transition of this type rarely causes any issues. We operate with mixed age classes so there are times when children do not physically move rooms or class teachers. Where a move is taking place however details are fully shared amongst a small team of 4 class teachers and 2 Learning support assistants. This is done by the passing on of Cohort tracking data, class intervention impact files and resource matrices. As a close knit school staff pupil progress and wellbeing is discussed on a regular basis in staff meetings so that every staff member is aware of the individual learning needs of all children including those with SEND.

At the end of the academic year each pupil takes part in a “class swap” day where they meet their new teacher and experience life in a different class. Children with SEND are supported by LSA’s during this process and if appropriate LSA’s will accompany them.

### Primary to Secondary Transition

We have extensive links with a number of secondary colleagues with whom we work very closely throughout the school year. In past years we have had children leave us to move onto schools as varied as Fyndoune, Framwellgate School Durham, Hermitage Chester-le-Street, St. Bede’s Lanchester, St. Leonard’s Park View Chester-Le-Street, Durham Johnston, Lord Lawson Birtley, Wellfield Wingate, Villa Real Consett and Trinity in Durham.

Each school has its own in-built transition programme and we fully participate in this work in order to best prepare children for the next step in their learning journey. Children with additional learning needs are fully supported in this process and school staff will always accompany them on transition visits. Likewise Secondary colleagues are invited to attend Yr. 5 and Year 6 annual reviews in order to share information with parents/carers. This enables parents/carers to make the most informed placement for their child.

We aim to ensure that all children who leave us are equipped with the appropriate skills, knowledge and maturity in order to make the move onto the next phase in their educational development.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

# SEN Specialist Expertise

## SENCO and SEN Staff

Our SENDCO/MAGT and Inclusion leader is Mrs Donna Lee who has extensive experience with children with a range of SEND issues both within this school and others. She possesses the following qualifications

MA(Ed) Special educational needs

Dyslexia awareness Level 2

British Sign language Level 1

SCERTS ASD Assessment

She has also undergone a variety of training which is relevant to the role.

More details of the SENCO's role can be found in the **SEN Policy** which you can find in the [\[School Policies\]](#) section of our website.

Mrs Yvonne Gallacher- Pupil Premium Support Assistant- Mental Health Awareness, Lego therapy

Mrs Laura Morton-EYFS Class Teacher- SCERTS ASD Assessment

## External Specialists and Other Bodies

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

These include:

- [\[Durham SEND Information, Advice and Support Service\]](#)

## How We Secure Specialist Expertise

Our Additional Needs Budget is used to support children and young people with SEN.

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is shown below. This is monitored each term by the Governing Body.

This is used to support children and young people with SEND by:

The school funding formula is generated to include financial provision to specifically support pupils individual special needs. This funding is prioritised to tailor make learning to ensure small steps of progress

are continually made by all SEND learners.

2025/26 Notional Budget:

Primary pupils	Basic Entitlement	EAL	FSM (Ever 6)	Low Prior attachment	IDACI Band F	IDACI Band E	IDACI Band C	IDACI Band B	Total
	6.1%	16.04%	16.04%	100%	16.04%	16.04%	16.04%	16.04%	
	£	£		£					£
105	25,847	0	5,257	30,961	2,406	684	0	0	65,394

Our notional budget for SEND has been allocated to providing adults who can undertake specific 1:1 and small group support in areas such as intensive interventions, improving social and communication skills, phonics support and any additional academic or pastoral support. This support always takes place with the full involvement of both children and parents. Elements of this funding is also used for the provision of appropriate resources which children with additional learning needs may find beneficial

At Nettlesworth Primary school, for those pupils with High Needs, Costed Provision Maps are created with detailed evidence of supporting resources provided in school. This builds a portfolio of the progress each child makes and additional 'top-up' funding and financial support can be applied for from the Local Authority.

Detailed assessments and target tracking ensure that all learners achieve and make progress within our school.

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

A Costed Provision Map will be developed in liaison with the child, young person, parent or carer. An example of a costed provision map can be found [here](#):

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

## Consulting with our SEN Pupils, Parents & Carers

### Consultation with Children and Young People with SEND

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their outcomes and discussing them with the class teacher/SENCO. The children have regular meetings with staff to discuss their progress and support.

As a Rights Respecting School, pupil voice is extremely important to us. At the beginning of the school year, all children are part of a pupil improvement plan, where they decide what

they would like to happen in the school year. Children also complete questionnaires on a regular basis, take part in circle time every morning and self/peer assess their work.

### **Consultation with parents and carers of children and young people with SEND**

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through regular reviews of their child's SEN Support Plan/ EHC Plan.
- Questionnaires
- Gold box awards/WOW moments

## **Compliments, Complaints and Feedback**

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience.

We would also like your views about the content of our SEN Information Report. If you would like to comment please complete the online form in the [Contact Us section] of our website.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school **Complaints Policy** should be followed.

Further information can be found in the **Complaints Policy** in the [[School Policies](#)] section of your website or by visiting the [[Durham SEND Information, Advice and Support Service](#)] website.

## **Key Policies**

All of [our school policies] can be found on the website but the most important ones for parents of children with SEND are listed below:

- SEND Policy
- Equality Policy
- Equality Information and Objectives
- Accessibility Plan

- Anti-Bullying Policy
- Behaviour Policy
- Medical Needs Policy
- Teaching and Learning Policy
- Complaints Policy

If you would like to discuss your SEND requirements in detail please [contact the school] to arrange an appointment.

## Disability and Accessibility

NOTE: This Disability & Accessibility page will be a stand alone page (not part of the navigation trail) on the SLA school Websites but will still be presented in the SEND section.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual and emotional needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

### **What we do to prevent pupils with disabilities from being treated less favourably:**

At Nettlesworth Primary School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school.

### **What can we offer you at Nettlesworth Primary?**

This is probably the first question that springs to mind when parents are looking for a school placement for their child. Set out below is our account of what we do and what we can offer the individuals in our care.

Nettlesworth Primary strives to be a totally inclusive school and as such we include and cater for children who have a wide variety of learning needs. Every child in our school is viewed as having a skill, or talent which we try to nurture and develop.

At Nettlesworth we embrace the fact that every **child is different** and, therefore, **the educational needs of every child are different** – this is certainly the case for children with Special Educational Needs.

Equality of opportunity is central to the work of our school and we are very successful in removing any barriers to learning so that there are no differences in the achievement of different groups of pupils in the school.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

The facilities to assist access are outlined in our **Accessibility Plan** which you can find in the [School Policies] section of our website.

Our Accessibility Plan and the short, medium and long term actions, will be reviewed and adjusted on an annual basis and a new Accessibility Plan will be produced every three years.

The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary.
- Increase access to the curriculum for pupils with a disability. This covers reasonable adjustments within teaching and learning, specialist aids and equipment and the wider curriculum of the school, such as after school clubs, visits etc,
- Improve the provision of information to pupils, staff, parents and visitors with disabilities. All information will be made available in various formats within a reasonable time frame.

## Equalities

Public bodies, including local-authority-maintained schools, are covered by the public sector equality duty in the Equality Act 2010.

As part of our duties we publish:

- an **Equalities Information** profile of our school based upon the protected characteristics of the Equality Act 2010 – this is updated and published every year
- our school's **Equality Objectives** – these are reviewed annually and updated at least once every 4 years
- for further information please view or download our **Equalities Policy** and **Equalities Information and Objectives Policy** in the [School Policies] section of our website.