



## **NYLAND SCHOOL**

Nyland School is part of the White Horse Federation and is a commissioned service by Swindon Local Authority as a provision to support the social, emotional, and mental health needs of pupils across Swindon and surrounding areas from Nursery to Year 6. The School provides an 'outreach service' (Social, Emotional, Mental Health, Outreach Team) available to all Nursery, Early Years and Primary settings in Swindon. Nyland School has a short-term, alternative provision/PRU for 2-day placements and permanently excluded pupils. It also has 6 classes for pupils with an EHCP whereby the primary need is for social, emotional, and mental health needs. See attached Graduated Response Flow Chart.

**Address:** Nyland Road, Nythe, Swindon, SN3 3RD

**Website:** - <http://www.thewhitehorsefederation.org.uk>

**School opening hours for the children:** 8.50 – 15.00 Mon- Thursday, Friday 8.50-1.00pm

**Point of contact:** Mr. Paul Holroyd, Principal, 01793 535023 [head@nyland-pri.swindon.sch.uk](mailto:head@nyland-pri.swindon.sch.uk)

**Type of Provision:** Education (Special)

**Age range:** Pupils aged 5 – 11

**Admission arrangements for Nyland Special School:** SENRAP (Special Educational Needs Resources and Assessment Panel) makes decisions as to the placement of pupils at the school. The school governors can suggest that the school cannot meet the child's needs. This would then have to go back to SENRAP for a final decision as to where the child would be best placed. Children can be placed at the school whilst under assessment for an SEN EHCP by parental application and in agreement with the Special Educational Needs and Disabilities (SEND) Team. It is not the school's role to identify pupils with SEN, although school will contribute to statutory assessments if requested and can refer children for further assessment e.g., regarding a specific disability such as Dyspraxia, Dyslexia or ADHD (which they may have in addition to their SEMH needs).

**Admission arrangements for 2 day PRU placements (Alternative Provision):** Admission is through application to the Primary Fair Access Panel (FAP). The expectation is that the SEMH Outreach Team, should have worked with the pupil and school for a period before a pupil joins the short-term provision or that similar work has taken place before the pupil is referred by the Fair Access Panel.

**Referrals to Nyland Special School:** Referrals are through the SEND Team only.

**Referrals to 2 day PRU placements:** Through the Primary Fair Access Panel Administrator:  
[jHaines@swindon.gov.uk](mailto:jHaines@swindon.gov.uk)

**Referrals to Social, Emotional, Mental Health, Outreach Team:** Clare Holmes (admin), 01793 612874  
[cholmes@nyland-pri.swindon.sch.uk](mailto:cholmes@nyland-pri.swindon.sch.uk)

**Transport Costs:** Transport costs will be met by the borough where applicable.

### **Partnership agencies we work with.**

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapist
- SpLD Advisory service
- ASD Advisory Service/ ARC
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community Paediatrician and Paediatric Therapy)
- SIASS
- TAMHS/CAMHS
- Multi-Agency Safeguarding Hub (MASH)
- Swindon Virtual School (for Children Looked After)
- Special Educational Needs Disability Team (SEND Team)
- Education Welfare Officer
- STEP/SMASH Projects
- Swindon Women's Aid
- SEMH (Social, Emotional, Mental Health) Support Team
- Young Carers
- Swindon Dyslexia Service

**Curriculum:** At Nyland School, we aim to build an ethos of emotional quotient (EQ) combined with intellectual quotient (IQ) to promote relevant and sustained development of the 'whole child'. This facilitates the outcome of nurturing valued and productive members of communities and society. The needs of the child could influence the curriculum they receive which is tailored to meet individual need.

**Assessment:** We assess the pupil's progress and attainment three times a year. The school uses an effective tracking programme to set realistic next steps for children's learning. This is then reported to parents and carers at regular intervals through the year. Parents and Carers are invited to regular meetings to discuss their child's progress and attainment. In addition to this, parents and carers are also invited to annual reviews for children with an Education Health and Care Plan for Special Educational Needs.

Where care plans are appropriate, pupil's health concerns are reviewed regularly with the support of the School Nurse team and other professionals to ensure their continued relevance for that pupil.

**Transition:** Conversations with other professionals through formal meetings, will happen prior to children starting at the school and on leaving the school. At these meetings with other professionals, we will check funding, write any necessary plans, and look at ways of employing staff if required. There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils visit the school with their parents at least once before their start date. Any child moving on to another school from us will have a carefully structured transition plan based on individual need. There is

appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6 for their transition into secondary school. If a child has an Education Health Care Plan, then a transitional review will take place in year 5 where possible school options are discussed.

**Staff Expertise:** The SENCO is a fully qualified teacher and has the National Award for Special Educational Needs Coordination (NASENCO). The WHF expectations are that all teachers are responsible for children with SEN in their classes and have the support of the SENCO to ensure good progress and attainment of all children. All teachers are expected and committed to having a good understanding and awareness of SEND. This is achieved through on-going CPD. Through the school year, several staff training sessions are spent on SEND and new practices. Teaching Assistants are employed to support the learning needs of all the children (except for targeted support for children with high needs to enable them to access a mainstream curriculum). We also have pastoral support for all pupils when appropriate, this includes a Learning Mentor, ELSA trained staff and Family Support Workers.

**Monitoring of the effectiveness of the provision:** There are robust systems in place for the Senior Leadership Team (SLT) to monitor the effectiveness of the school provision, these include.

- book scrutiny
- progress meetings
- monitoring the quality of provision for SEN children
  - monitoring of planning
- data analysis
- case studies
- monitoring activities facilitated by The White Horse Federation School Improvement Team

The Special Educational Needs (SEN) Governor will meet with the SENCO and quality assure procedures and practices to ensure they are exemplary for children with SEND. Subject leaders/teams also monitor the delivery of their subject and the progress made. The Principal monitors and quality assures the impact of the SEN Development Plan/School Development Plan. Ofsted and the Local Authority moderate as part of a cycle for KS1 phonics monitoring/KS1 SATs monitoring/KS2 SATs monitoring visit and end of EYFS data to validate or challenge.

**Equal Opportunities:** All pupils have equal access to all facilities, activities, and resources, regardless of SEND, race, religion, culture, gender, sexuality, or disability determined by a thorough risk assessment procedure.

**Spiritual, Moral, Social and Cultural Curriculum:** The WHF is a values-based organisation and therefore recognises the contribution that all children can make to all aspects of school life including contributing to:

- School council
- Pupil voice
- Pupil governance
- Community events
- Religious festivals
- Special school days
- Building strong meaningful relationships between staff and pupils
- Bullying prevention measures
- National initiatives, such as eco-weeks, charity events, religious celebrations

This list is not exhaustive.

**From the parent/carers point of view:**

The Swindon Local Offer can be found using the link below. The Local Offer is a website in Swindon for children and adults who have support needs, giving you correct information and advice at any time.

<https://localoffer.swindon.gov.uk/home>

**How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

- Once your child has settled into school, it may seem to the teacher that s/he needs extra help. This may be clear to them from observation, or they may do some assessments, or it may be that a child does not make the progress expected.
- If your child has been to a preschool, nursery, or another school, they will pass on information.
- If you have concerns yourself, please talk to your child's class teacher. We have an open-door policy at Nyland Primary School, and you are welcome to express your concerns to the class teacher at any time, however, please avoid teaching time. After school is a better time for discussing concerns than in the morning, if this is not possible, please phone the school to make an appointment.
- If we in school identify any special educational needs, we will talk to you about them and tell you what support will be put in place. Support given will follow the Swindon Core Standards process.

**How will the school support my child?** The school has many options that will enable your child to access learning, these include the following:

- An EHCP review to highlight how and when a child is supported and what resources are required to successfully deliver the support
- Pupil passports that outline a profile of the child's needs and the support that works best for them
- Specialists TAs that are specifically trained in supporting high needs children.
- Qualified and trained teaching staff, including the SENCO, who can advise on strategies to support and help your child to progress
- Access to other professionals for advice
- Access to alternative educational provision or mentors if necessary

**How will the curriculum be matched to my child's needs?** The curriculum is carefully scaffolded to meet the needs of every child. It is individually tailored to each pupil. The child is then able to learn at his or her own level and make the progress s/he needs to make. Children learn in different ways and their learning styles are also catered for, multi-sensory approaches are often used, and some children work on a personalised curriculum that is time bound and reviewed regularly.

**How will I know how my child is doing and how will you help me to support my child's learning?**

School will communicate regularly with you and this may include:

- Informal conversations between parent/carers and the teacher
- Discussions around the child's individual learning needs and provision in place
- Formal parent/teacher interviews twice a year. This will include discussions around how to support and help your child at home
- TA conversations with parent/teacher/school
- Reports are sent home twice a year, including targets for your child to progress
- Home school diaries/informal reporting as required
- School website with helpful links and strategies to support your child's learning.

This list is not exhaustive.

**What support will there be for my child's/young person's overall wellbeing?** We are a fully inclusive school, and all staff are passionate about the wellbeing of each child. Our Values Curriculum, in which all adults try to model good behaviour, is used throughout the school by all members of staff. Health,

safety, and well-being are also taught through lessons and assemblies. Continuous care, support, and guidance in class and around school may also include:

- PSHE curriculum
- Fully inclusive school where every child matters
- Enrichment activities (clubs, Pupil Premium activities, residential trips)
- Medical care plans/ personal care plans
- Majority of staff are trained in First Aid
- Learning Mentor / Pastoral care

All staff are trained in positive physical intervention (Team Teach). Any physical intervention is recorded appropriately according to safeguarding and LEA guidelines and is communicated to parents. Physical intervention is a last resort used to maintain the safety of a child and others around them. It is always deemed to be reasonable and proportionate to the circumstances the interventions were intended to prevent.

#### **What specialist services and expertise are available at or accessed by the school?**

- SENCO
- Educational Psychologists (EP)
- Speech and Language Therapists (SALT)
- Occupational Therapist (OT)
- specific learning difficult LD Advisory service
- ASD Advisory Service
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- MASH (Multi-Agency Safeguarding Hub)
- Swindon Virtual School (for Children Looked After)
- Special Educational Needs Assessment Team (SENAT)
- Education Welfare Officer (EWO)

- SEMH (Social, Emotional, Mental Health) Support Team
- Young Carers
- Swindon Dyslexia Service
- On site Psychotherapist

**What training are the staff supporting children with SEND had or are having?** All staff have access to CPD which is tailored to support the needs of the children. These include:

<b>Training programme</b>	<b>When / Time</b>	<b>Who</b>
Safer Recruitment Training	2022/23	Some teachers
Level 3 and level 4 update safeguarding training	2022/2023 (ongoing)	Some Teachers and support staff
CP training and Safeguarding	Yearly updates 2 hours	All staff
Medical training	2022/23	2 hours All staff
First Aid	Yearly updates of basic training 3-year reviews for fully trained staff	Majority of teaching and support staff
Team teach positive handling and de-escalation strategies	Reviewed every 2 years	6 or 12 hour course dependent on level for all teaching and TA staff
ELSA Training	Yearly refresh	Some Teachers and TA staff – (on going)
Read Write Inc	2020/2021	All staff- on going

**How will my child be included in activities outside the classroom including school trips?** We are a fully inclusive school, however, access to activities outside of the classroom/school trips will be determined through a rigorous risk assessment procedure.

**How accessible is the school environment?** The school is wheelchair accessible and there is a disabled toilet. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment. Accessibility plan available on request.

**How are the school's resources allocated and matched to children's special educational needs?** The school has funding for all children including children with Special Educational Needs and Disabilities. In addition, additional funding can be requested to support higher needs children and children with Education Health and Care Plans. The Principal and the SENCO will discuss each child's needs in detail

and then ensure that school-based provision meets the needs of each child as detailed in their EHCP. This may include access to: Additional resources Additional learning support from outside agencies.

**Who can I contact for further information?** The first point of contact for SEND or therapy queries is the SENCO, Mrs. Georgina Birkett. She can be contacted via email at [gbirkett@nyland-pri.swindon.sch.uk](mailto:gbirkett@nyland-pri.swindon.sch.uk) or by telephone on 01793 535023

The Principal Mr. Paul Holroyd can be contacted via email at [head@nyland-pri.swindon.sch.uk](mailto:head@nyland-pri.swindon.sch.uk) or by telephone on 01793 535023.

In their absence, please contact administration staff on the same telephone number or via [admin@nyland-pri.swindon.sch.uk](mailto:admin@nyland-pri.swindon.sch.uk).

The class teacher and his/her team will also be key to your child's education and progress and they can be contacted via admin. Please contact the Principal who will be happy to meet with you or refer you to other agencies if they may be more helpful.