



**Special Educational Needs and/or Disabilities (SEND) Information Report –
September 2019**

<p>Who can I talk to about my child with SEND?</p>	<p>If you have concerns about your child’s progress, you should speak to your child’s class teacher initially.</p> <p>If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCO) – Miss C. Smith – or the relevant adult detailed below:</p> <p>In 2019-2020, the school’s <u>Team Co-ordinators</u>, with Key Stage responsibilities, are:</p> <p>Early Years (Nursery & Reception) – Mrs. L. Blair</p> <p>KS1 (Year 1 & Year 2) – Mrs. R. Redshaw</p> <p>Lower KS2 (Year 3 & Year 4) – Mrs. N. Tones</p> <p>Upper KS2 (Year 5 & Year 6) – Mrs. Stephenson</p>
<p>The types of SEND we provide for:</p>	<p>Where we are notified of a child with a specific special educational need, we will provide, if appropriate, a curriculum that is broad and balanced and fully inclusive. Currently we provide for children with:</p> <ul style="list-style-type: none"> • Specific Learning Difficulties (SpLD) • Moderate Learning Difficulties (MLD) • Profound, Multiple Learning Difficulties (PMLD) • Speech, Language and Communication Needs (SLCN) • Autistic Spectrum Disorders (ASD) • Multi-Sensory Impairment (MSI) • Physical Disabilities (PD)
<p>Policies for identifying children and young people with SEND and assessing their needs:</p>	<p>Single Equality Scheme</p> <p>Special Educational Needs and/or Disabilities (SEND) Policy</p> <p>Accessibility Plan</p>
<p>Arrangements for consulting parents of children with SEND and involving them in their child’s education</p>	<p>The class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.</p> <p>The SENCo is available to meet with you to discuss your child’s progress or any concerns/worries you may have.</p> <p>All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.</p> <p>Personal progress targets, within Individual Education Plans (IEPs) will be reviewed with</p>



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	<p>your involvement every term.</p> <p>Homework will be adjusted, as needed, to your child’s individual requirements.</p> <p>A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.</p>
<p>Arrangements for assessing and reviewing children and young people’s progress towards outcomes, including opportunities to work with young people and parents.</p>	<p>Your child’s progress will be continually monitored by his/her class teacher.</p> <p>His/her progress will be reviewed formally with the Deputy Headteacher every term in Reading, Writing and Maths.</p> <p>If your child is in Year 1 or above, a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps (PIVATS – Performance Indicators for Value Added Target Setting).</p> <p>At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.</p> <p>Where necessary, children will have an IEP based on curriculum levels or PIVATS (Performance Indicators for Value Added Target Setting) or based on targets set by outside agencies specific to their needs. Targets will be set using these and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made.</p> <p>The progress of children with a Statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child’s education.</p> <p>The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.</p> <p>Regular book scrutinies and lesson observations will be carried out by the SENCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.</p>
<p>Arrangements for supporting children and young people in moving between phases of education.</p>	<p>We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is joining us from another school:</p> <p>The school’s Social Inclusion Manager and/or the Headteacher/SENCo will endeavour to find out as much information about your child as possible, prior to them joining us, from parents/carers, health professionals and your child’s previous school or setting.</p> <p>Your child will be able to visit our school and stay for a taster session, if this is appropriate.</p> <p>If your child is moving to another school:</p>



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We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher.

In Year 6:

The SENCo and Year 5/6 Team Co-ordinator will discuss the specific needs of your child with the SENCo of the child’s secondary school. Where children have a One Plan, a transition review meeting, to which you will be invited, will take place with the SENCo from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

The approach to teaching children and young people with SEND

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).



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b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEND Code of Practice 2014 (updated in 2015): School Support (SS)

This means a pupil has been identified by the SENCo as needing some extra specialist support in school from a professional outside the school. This may be from a variety of outside agencies.

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process that sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan



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	<p>(EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> • The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEND.</p>	<p>The school is compliant with DDA (Disability Discrimination Act) requirements.</p> <p>There are two disabled toilets, a shower area and changing facilities.</p> <p>We ensure wherever possible that equipment used is accessible to all children regardless of their needs.</p> <p>After-school provision is accessible to all children, including those with SEND.</p> <p>Extra-curricular activities are accessible for children with SEND.</p>
<p>The expertise and training of staff to support children with SEND and how expertise will be secured.</p>	<p>The SENCo's job is to support the class teacher in planning for children with SEND.</p> <p>The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole-school training on SEND issues, such as dyslexia and speech and language difficulties.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.</p>



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<p>Evaluating the effectiveness of the provision made for children with SEND.</p>	<p>We have a robust system of reviewing our provision each term using The Ofsted framework to self-evaluation. This includes looking at:</p> <ol style="list-style-type: none"> 1. Quality of Education 2. Behaviour and Attitudes 3. Personal Development 4. Leadership and Management <p>Governors are involved in this process and receive regular reports through the Raising Achievement Committee. The link governor for SEND is Mrs. Hilary Harmison.</p> <p>Any interventions and additional funding, such as pupil premium, are identified and tracked to ensure the impact is effective.</p>
<p>How children with SEND are able to engage in activities available with children in the school who do not have SEND.</p>	<p>We do not provide any activities for children that could not be accessed through adaptations for SEND children.</p>
<p>Support for improving emotional and social development including pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying.</p>	<p>We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioral difficulties, anxiousness, and being uncommunicative.</p> <p>School buys back one day per week, utilising specialist counseling from ABC Counselling.</p> <p>If your child still needs extra support, with your permission, the SENCo will access further support through the appropriate processes.</p>



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<p>How we involve other bodies including health and social care bodies, local authority support services and voluntary sector organisations in meeting children’s SEND and supporting their families.</p>	<p>School provision</p> <p>Teaching Assistants and HLTAs working in the class rooms and break-out rooms, with either individual children or small groups.</p> <p>ICT support in the form of writing and maths programmes and Nessy, a phonic reading programme, is delivered to small groups or individuals, according to need.</p> <p>Our Social Inclusion Manager offers support for children with emotional and social development needs through Nurture Groups.</p> <p>Local Authority Provision delivered in school includes:</p> <ul style="list-style-type: none"> • Educational Psychology Service • Sensory Service for children with visual or hearing needs • SALT (Speech and Language Therapy) <p>Health Provision delivered in school includes:</p> <ul style="list-style-type: none"> • School Nurse • Occupational Therapy • Physiotherapy • Child & Adult Mental Health Service (CAMHS)
<p>Arrangements for handling complaints from parents of children with SEND about school provision.</p>	<p>Complaints for parents of children with SEND follow the same procedures as all complaints and are outlined in our Complaints Policy.</p>