



## **The SEN School Information Report**

This guidance therefore complies with the statutory duty in Special Educational Needs (Information) Regulations (Clause 64) and takes account of:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014 (2<sup>nd</sup> draft April 2014)
- Equality Act 2010
- Children and Families Act 2014
- Advice provided to Staffordshire schools on producing their school's local/core offer

### **Aims of this SEND policy**

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion Statement  
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
  - To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
  - To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
  - To support pupils with a medical condition in all school activities by ensuring consultation with health and social care professionals
  - To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **How does our school know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four areas
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- A pupil asks for help
- A change in behaviour

### **What should I do if I think my child may have special educational needs?**

- If you have concerns then please firstly discuss these with your child's teacher. This then may result in a referral to the school SENCo.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

### **How will I know how the school supports my child?**

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- All pupils have individual curriculum targets set at least in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings and Weekly drop ins and pupils' attainments to meet these targets are tracked using the whole school tracking system.
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class and a member of the Senior Leadership team.
- Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model
- An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil may be provided by the SENCo.
- If a review of the action taken indicates that "additional to and different from" support will be required. The views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions will be identified in a Personal Learning Plan(PLP), recorded and implemented by the class/subject teacher with advice from the SENCo, at the same time parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment.
- The PLP will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood.) Progress towards these outcomes will be tracked and reviewed at least termly with the parents and the pupil.

- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
  1. Special Educational Needs Support Service (SENSS)
  2. Behaviour Support Service
  3. Dyslexia Centres
  4. Autism Outreach Team
  5. Hearing Impairment team
  6. Visual Impairment team
  7. Autism and Sensory Support in Staffordshire (ASSIST) Post 16
  8. Educational Psychologist Service
  9. Educational Welfare Officers
  10. Physical and disability support service
  11. Social Services
  12. School Nurse
  13. CAMHS (Child & Adolescent Mental Health Service)

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

### **How will the curriculum be matched to my child's needs?**

- Teachers plan using information about the level their pupils are currently working at and differentiate work to closely match their interests, ability, learning needs and learning styles. When a pupil has been identified with special needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- A teaching assistant may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips or easy to use scissors.

### **How will I know how my child is doing?**

- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo. Or a member of the senior leadership team. Please contact the school office who will arrange one for you.
- Each member of staff and the SENCo offer a weekly drop in that parents can attend.
- A regular review of PLPs will take place on a termly basis and parents/carers are central to this process.
- You will be able to discuss your child's progress at Parent Evenings.
- Parents may find the Learning Log a useful tool to use to communicate with school staff.

### **How will you help me to support my child's learning?**

- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.
- Teachers suggest ways of supporting all children's learning through the curriculum newsletters,(sent out termly) and included on the website. The class teacher may suggest additional ways of supporting your child's learning.
- Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.
- Access to 1:1 support is available.

### **What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils.

These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place.
- Members of staff are readily available for pupils who wish to discuss issues and concerns.

### **Pupils with medical needs**

- If a pupil has a medical need than a detailed Care Plan is compiled by the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Where necessary and in agreement with parents/carers, and the headteacher prescribed medicines are administered in school where a signed medication form is in place.
- All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at school with medical conditions (DfE) 2014**

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

- At times it may be necessary to consult with outside agencies to receive their more specialised expertise.
- The agencies used by the school include:
  - Autism Outreach Team
  - Child Protection Advisors
  - Educational Psychologist
  - Behaviour Support Service
  - CAMHS (Child & Adolescent Mental Health Service)
  - APP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
  - PDSS (Physical Development Support Service)
  - Inclusion Team
  - Social Services

- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Paediatricians/School nurse
- Health Visitor for under 5's.

### **What Training are the staff supporting children and young people with SEND had or are having?**

- All staff have received some training related to SEND.
- These have included sessions on:
  - Recognising when pupils may require additional support
  - How to support pupils with Dyslexic tendencies.
  - How to support pupils on the autistic spectrum.
  - How to support pupils with speech, language and communication difficulties.
- All staff have achieved Safeguarding Level 1.
- Attendance at the termly SENCo Update.
- The school also has some teaching assistants who have received training enabling them to deliver more specialised support.

### **How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

### **How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Disabled parking spot marked and located next to the school reception
- Ramps into school to make the site accessible to all (situated at the side of the school building).
- Toilets adapted for disabled users.
- Double doors in some parts of the building.
- We are actively planning further improvements as required to make our school more accessible and have an up to date Accessibility Plan.

### **How will the school prepare and support my child when joining or transferring to a new school?**

On entry:-

- A planned programme of visits are provided in the summer term for pupils starting in September.

- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils and any agencies already involved who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

### **Transition to the next school**

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN.
- The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding high school choice.
- Parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible and supportive.
- Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx> ,
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth and thorough transition.
- The records of pupils who leave the school mid phase will be transferred when requested by the receiving school.

### **How are the school's resources allocated and matched to children's special educational needs?**

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- Attendance at Speech / OT sessions.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. This funding is then used to provide the equipment. Provision may include:
  - In-class support from teaching assistants
  - Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
  - Specialist support from teachers e.g. 1:1 tuition
  - Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
  - Provision of specialist resources e.g. assessment software
  - CPD relating to SEND for staff

- Further support or resources may be allocated to your child following assessments by school staff or outside agencies. (e.g. occupational therapy)
- Funding may be used to buy in specialist support (e.g. Dyslexic assessment)
- Individual Pupil Premium payments are used to support that pupil's learning and to ensure they can fully access all aspects of the school curriculum.

### **How is the decision made about how much support my child will receive?**

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, classteacher and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or during the annual review.

### **How will I be involved in discussions about and planning for my child's education?**

This may be through:

- discussions with the class teacher, SENCO or senior leadership team member
- during parents evenings
- drop ins

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please make an appointment with any of the following:

- Your child's class teacher
- The SENCo
- The Associate Headteacher

### **Support services for parents of pupils with SEN include:**

- **SEND Family Partnership**  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk).
- **Parent In The Know** newsletters  
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx> (8)
- **Information on where the Local Authority's Local Offer can be found on Staffordshire County Council website.**  
<https://www.staffordshire.gov.uk/education/home.aspx>

Should you have any complaints, please see out complaints policy on the school website.

**I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.**

Last date Reviewed : January 2018

Date to be next Reviewed: January 2019