

SEND INFORMATION REPORT

PARENTS

Introduction:

All schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in their educational setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

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

All pupils are rigorously tracked in literacy and numeracy. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon. This may mean small group intervention or individual support. These interventions may be daily or two or three times a week and will vary from ten minutes to approximately forty minutes, depending on the intervention. Teachers monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress. Discussions take place in the 'team around the child meetings', which is a robust tracking system where every child is discussed. If your child is new to our school then progress will be discussed with the previous school or nursery.

If you think your child has special needs and this has not already been identified by the school, then an appointment can be made to see one of our specialist teachers, SENCO or Headteacher and your child's needs can then be discussed.

2. How will school staff support my child?

The school SENCO will keep in touch with all specialist teachers, Teaching Assistants and Learning Support to ensure that your child's needs are met and targets in their Individual Education Plan are reviewed. The frequency of the support your child receives will depend on their level of need.

The SENCO will involve you in all support plans for your child. School staff will measure the impact of the support given to your child and the progress your child is making.

- School Staff: 'True' team around the child approach. We have a reading recovery teacher dedicated to specific children to ensure they progress in reading at accelerated pace.

- Pastoral Team to help/support children (and their families).

- Whatever resources are required in our setting we shall as a school and alternative provision endeavour to provide them.

3. How will the curriculum be matched to my child's needs?

- The school recognises that children are at different levels in their learning and learn in different ways. To support all children the school delivers the curriculum in different ways. We offer very small group support and individual support when needed.

- We understand that children learn at their own pace so we closely monitor progress using Individual Education Plans for children who have more difficulties than we would say is class action. All parents are invited to contribute to their child's Individual Education Plan and we will keep you informed of any progress that is made in meeting the targets in the plan.

- Personalised Learning - Differentiation of work so that all children can access the curriculum.

- Progress Meetings in the 'team around the child meetings' identifies children who may need interventions.

4. What support will there be for my child's overall well being?

- The school will keep in close contact with you about your child's overall wellbeing. To support the development of positive behaviours and friendship groups we have Play Leaders and lunchtime clubs to support all children in building friendships. We also have a 'worry box' for children to write down any concerns they have about any aspect of their school life. We use Circle Time to ensure that all children are listened to and we have a School Council for children to share their views and ideas.

- We have a school nurse and named staff who are trained to administer any medicines your child may need.

- Pastoral needs are discussed in 'Bunker' and pastoral interventions are reviewed every 6 weeks.

- Prefects to support children around school.

- Resident Child Psychotherapist.

- Early years mentor

- Learning mentor

5. What specialist services and expertise are available at or accessed by the school?

- The school can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties and Children with a diagnosis of Autistic Spectrum Disorder.
- The school receives support from the Educational Psychology Service.
- We can make referrals, with your consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service)
- School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools.
- We have a special Mentor and also a resident Child Physiotherapist and CBT counsellors.

6. What training do the staff supporting children and young people with SEND receive?

- The SENCo and support staff can access training through the staff management system
- All staff in the school receive training to meet the needs of all the children attending the school at any point in time. This may include Mentoring, Dyslexia Training, ASD awareness training, Visual Literacy etc. etc.
- Meetings are inclusive for our SEN children.

7. How will my child be included in activities outside the classroom including school trips?

- Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.
- No child is ever excluded from a school trip. Fully inclusive through risk assessments.

8. How accessible is the school?

- Fully accessible.
- Ramps on all entrances
- Disabled facilities
- Upper and lower floor classrooms
- Accessibility plan in place as well as an individual PEEP.

9. How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?

- You will be invited to look around the school and meet our staff. Your child will also be invited to visit and stay for a short session before starting at the school. Or you are welcome to visit at a weekend or after school hours.
- We will receive information from other schools your child has attended to gather information about their needs.
- We will contact any specialist services that support your child and ask you to invite them to a Team Around the Child meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- We support pupils moving to new settings such as college and Key Stages by making opportunities available to them to attend the new setting for visits and familiarisation
- We develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure that they enjoy a smooth transition.
- Flexible in our approach depending on need and will ensure a smooth transition into setting.

10. How are the school's resources allocated and matched to a child's or young person's special needs?

- The school's SEN budget is allocated to meet the needs of the children on the SEN Register.
- The progress and attainment of all children is tracked and resources are allocated according to need.
- The SEN budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed. For example, we purchase a Service Level Agreement with TRAVIS to support children who have specific difficulties.
- We also use the school budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.

11. How is the decision made about what type and how much support my child receives?

- In school we adopt a graduated response to meeting need. This means we record concerns about a pupil at pupil profile meetings and determine a timescale for a classroom based intervention and expected outcome.
- We will consult with you on progress and if expected outcomes are not met agree a timescale for withdrawal, if needed, from class to a small group intervention.
- We will review with you the impact of interventions and if appropriate access further support.
- We will always plan your child's support with you, review progress and try to meet needs within our own resources.
- If your child requires additional specialist support we will discuss with you the pathways to more specialist support/provision. •

In-house support through teachers and pastoral - if we needed specialist support we would signpost.

- Strong links with outside agencies.

12. How are parents involved in the school? How can I be involved?

- We invite specialist agencies into school to talk to you about how they can support you and your child.
- We are available for you to talk to us with any concerns about your child's progress or any other concerns
- We are happy to offer individual appointments to discuss specific issues with you about your child's progress.
- We have an open door policy.
- Parent Curriculum and Transition meetings