

Special Educational Needs and Disability Information Report - 2018/19

1. How does the school know if pupils need extra help?

The progress of all pupils is monitored and reported every term. Through this process, pupils that are not making the expected progress are quickly identified and strategies are planned for the following term that will address their area of difficulty. The extra support planned is then closely monitored throughout the term to determine the impact.

2. What should I do if I think my child has SEN?

If you think that your child may have an unidentified special educational need, the first step is to approach their class teacher for a discussion.

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

We have a fully inclusive ethos which determines that all pupils will be able to access the curriculum at a level appropriate for their individual needs. Class teachers do weekly planning which includes detailed differentiation to cater for all pupils in their classes. A few children that have needs which are more complex will have an Individual Provision Plan. The plan will allow us to implement specific targets that will support them to make good progress.

4. How will I know how my child is doing?

You will receive a termly report to summarise your child's progress for that term. Additionally, we hold two parent consultation evenings a year to discuss your child's progress. If your child is on the special educational needs register, you may be invited to attend further meetings to review provision plans. If you have concerns at any other time, you are encouraged to contact the school and make an appointment to see your child's class teacher.

5. How will you help me support my child's learning?

Throughout the year we hold a variety of parent workshops designed to give you the strategies to support your child at home. If your child receives support from outside agencies, there will often be reports which include strategies that can be used in school as well as at home. Homework is set regularly and this is an ideal opportunity for you to support your child with their learning. All children should read at home on a daily basis with an adult so this is highly encouraged. Parents of pupils that receive high needs funding will have individual provision plans which can be referred to for further ideas.

6. What support will there be to support my child's overall well-being?

We have a fully trained nurture leader to provide social and emotional support. There are termly well-being meetings at which class teachers are able to raise any concerns that they have about individual pupils. If it is decided that a pupil would benefit from additional support, they may be offered Lego Therapy, Drawing and Talking or a Nurture Group.

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

We have access to the speech and language therapy service and some pupils are entitled to direct therapy from a therapist up to three terms a year. Specially trained teaching assistants also provide individual sessions with pupils as guided by the therapist. We have access to specialist teaching services for communication needs, social and emotional needs, cognition and learning and physical and sensory needs. The STLS regularly visit school to support individual pupils. Through referral we also have access to occupational therapists, school nurses and paediatricians. We also have a pastoral support manager for parents to make appointments with and meet for further support.

8 What training have staff supporting pupils with SEND had or received?

We have a Special Educational Needs Co-ordinators who has completed the National Award for SEN Co-ordination. There is a full audit of training needs each year from which evolves a programme of training that ensures that all staff are equipped with the skills needed to meet the needs of all learners. The Nurture team have attended the Nurture Group Accredited training.

9. How will my child be included in activities outside of the classroom?

Our inclusive ethos sets high expectations for all pupils to access a full curriculum, catering for their individual needs and providing support necessary for this. We have an extensive programme of after school clubs designed to meet the interests of all pupils. These are available all year round.

10. How accessible is the school environment?

The school premises are fully accessible where possible and the classroom learning environment is equipped to enable all learners to access the curriculum.

11. How will the school support my child in starting school and moving on?

Before your child starts schools the special educational needs coordinators visit the relevant pre-schools to meet the children and gain information about their needs. Following this, parents are invited to a new entrants information sharing meeting when they will meet the key staff that will be involved with their children. Additionally, individual parent interviews are held as another opportunity for parents to share information with their child's class teacher to be. All children will have the opportunity to meet their new class teachers as they move through the school. Some children, that struggle to cope with changes, will have a full transition plan which is shared in detail with parents. When children transfer to secondary education, the special educational needs co-ordinators meet with key staff from the schools involved to share information. Once again, additional transition plans are made for pupils that find this change hard to cope with.

12. How are the schools resources allocated and matched to pupil's special educational needs?

All classrooms are equipped with the resources that are needed to ensure that the specific requirements of pupils with a special educational need are met.

13. How are decisions made about how much support my child will receive?

All class teachers produce a provision map each term which details the support needed for individual pupils to make progress. They are fully supported in this process by the SENCO and other senior leaders. So that this support is fully implemented, a time table is produced for the support staff to follow. All interventions are tracked on a daily basis so that they can be adjusted as soon as the need arises.

14. How will I be involved in discussions about planning for my child's education?

You will have the opportunity to share in the planning for your child's special educational needs provision at the two parent meetings held annually. Pupils with a higher level of need will be invited to attend at least one further meeting. For children that have an Education and Health Care Plan, there will also be an Annual Review Meeting.

15. Who can parents contact for further information?

For further information in relation to your child's special educational need, you should contact your school SENCO.