

How does the school support SEND pupils and their parents/carers?

SEND Policy

All schools have a Special Educational Needs policy which sets out how they support children with Special Educational Needs at their school. You will find our current SEND policy on our website.

Inclusion within school

High quality teaching begins with matching the curriculum to all children's different needs. If your child has Special Educational Needs the curriculum will be closely matched to their particular level of attainment. If your child has a specific impairment, such as a hearing or visual impairment, then training is always undertaken by the adults working with your child to make sure that they are fully included in all activities within the classroom.

Our school is fully inclusive and all children are encouraged to take part in all of our clubs, trips and activities.

If your child wishes to take part in a club, trip or activity we will make sure, through discussion with you, that all their needs are appropriately met.

Keeping pupils and parents informed

Pupils and parents are involved at every opportunity from the early identification of Special Educational Needs through each stage of the process. Termly review meetings are held with pupils and parents to discuss progress and agree further targets for achievement.

If an outside agency comes into school to assess or observe your child, you will be invited into school to either meet with the agency or SENCo to discuss the report or feedback from the observation.

Occasionally it is necessary to set up a manageable home-school book or chart for a child. This would be filled in by the class teacher and parents on a daily basis.

Parents are encouraged to contact the class teacher or SENCo at any time in the term to discuss any specific issues or concerns regarding their child.

Different Types of Support

All children receive different types of support within school depending on their own individual needs. The SENCo and class teacher will decide which strategies and resources are appropriate to best support your child's particular needs and these will be discussed with you and your child at every review meeting. If outside agencies are involved, they will also provide advice about supporting your child's needs.

The Code of Practice sets out 4 broad areas of need. These are some examples of resources and strategies that school can provide to meet these needs.

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health Difficulties	Sensory and/or Physical Needs
Specific programmes provided by the Speech and	Different approaches to learning.	Behaviour / De-escalation plans Social skills groups	Specialist equipment such as writing slope, magnifiers, pencil

Language Therapy Service	Different ways of recording.	Reward strategies	grips.
First Call (a Speech and Language Therapy resource)	Visual timetables	Social stories	Fine and Gross motor skill programmes.
Makaton (an early sign language tool)	Specific literacy / Numeracy programmes e.g. 5 minute box / Word Wasp /	Referral for individual counselling	Specialist training from outside agencies.
Communication in Print (a visual resource)	Nessy Learning / Numbershark / Numicon		Enhanced TA support (based on individual need)
Enhanced TA support (based on individual need)	Specialist assessments from outside agencies, where appropriate.		
	Enhanced TA support (based on individual need)		

Your child's targets will be set and their progress monitored by their class teacher and the SENCo. Your child may receive support on a 1:1 or small group basis from teaching assistants or outside agencies.

A graduated approach, with four stages of action, as set out in the Code of Practice, will be used to support your child. This is based on an assess, plan, do, review approach:

Assess – an initial assessment of your child's needs will be made. This will draw on your child's current and previous progress and attainment alongside discussion with the class teacher, you and your child. This assessment will be reviewed regularly to make sure that support and intervention continues to match your child's need.

Plan – As parents you will be formally notified that SEND support will be provided for your child, extra support will be agreed upon, targets set and a review date to discuss progress against these targets will be made.

Do – A range of different strategies can be used to help your child to achieve their targets. This intervention may include:

In class support – additional adults may support your child with following instructions or completing tasks.

Small group work – either in or out of the classroom.

1:1 support – either in or out of the classroom for more individualised targets such as reading or spelling.

Outside agency support – this is usually carried out on a 1:1 basis out of the classroom.

Review – You will be invited into school at least 3 times a year to review your child's progress against the targets which have been set. Discussion will take place about what has worked well and whether further support is needed. If it is agreed that further intervention is needed then new targets and a review date for these will be set.

How you can help at home

It is extremely important that school works in partnership with you, as parents, to support your child's learning both at school and at home.

These are some ways you can help your child at home:

- play lots of games at home to encourage turn taking and sharing.
- share books with your child as often as possible and talk about the pictures and text.
- hear your child read as often as you can.
- encourage your child to talk and develop their vocabulary and language skills.
- give your child lots of praise and encouragement when they try something new.
- put routines in place and remain consistent with rewards and sanctions.
- help your child to develop their independence.
- encourage your child to complete their home learning every week and hand it in on time.
- make the time to listen to your child and show an interest in their learning.
- attend all meetings at school. If you are unable to attend please let the staff know so another appointment can be arranged.
- keep school informed about any concerns or changes for your child.

Monitoring progress and learning

Every child's progress and attainment is carefully tracked across each term through the use of data and observation. The Senior Leadership Team and class teachers meet every short term at Pupil Progress Meetings to discuss each child's progress and attainment and to discuss any concerns that may need addressing.

The SENCo attends all Pupil Progress Meetings and also keeps her own tracking for every SEND pupil in school. She closely monitors the need for changes in support, the impact of interventions and involvement of outside agencies to offer support or advice for individual children.

Your child's progress and attainment is shared with you at termly Parent Consultations, through annual reports and also during any SEND review meetings you attend. At review meetings we will also discuss the progress made against your child's individual targets for that term.

If your child is not making appropriate progress then we will look at any particular reasons for this slow progress and may suggest a change of intervention, groupings or extra support.

Transition

On entry into Foundation Stage

The Foundation Stage teachers at school make visits in the Summer Term to all feeder pre-school settings so they will have a clear picture from the SENCo at the pre-school setting of your child's needs. Our school SENCo will also visit the pre-school setting and will have attended any review meetings in the Summer Term to meet with you and your child and find out what support may be needed for your child beginning school in September. The SENCo will also speak with any outside agencies involved with your child and arrange for a meeting to take place in the first few weeks of term in September to discuss any issues surrounding transition.

Moving year groups

The current teacher and receiving teacher will meet near the end of the Summer term to discuss each pupil and their individual needs. The SENCo will also meet with the receiving teacher and pass on any significant information about each SEND pupil. All paperwork is passed onto the new teacher at the end of the Summer term so they have a full understanding of the child's individual needs and the strategies / support already in place.

Moving to Secondary School

During the Summer term, the SENCo meets with, or speaks to, the secondary school SENCos from the surrounding school to highlight and discuss the SEND pupils who will be joining their schools in the September term. All paperwork is passed onto the new school so they are well equipped to put support in place as soon as your child joins Year 7. Extra visits to the new secondary school can be arranged in the Summer term if it is felt that a pupil would benefit from extra time at their secondary school before September.

Resources / Facilities available

We have a range of equipment and resources within school to support pupils with a variety of difficulties.

Some examples are:

- writing slopes
- dome magnifiers
- computer screens attached to the class Smartboard for individual use
- coloured overlays
- gym balls and mats
- steps and cushions for correct seating posture
- bold lined exercise books
- sand timers
- visual timetables
- pencil grips
-

Reasonable adjustments, where possible, are always made for pupils and their parents who have a disability.

Most external doorways are accessible for those with a walking disability or those in a wheelchair.

We have a large disabled toilet with a 'wet room' shower facility, height adjustable changing table and hoists.

There are 2 disabled car parking spaces in the car park.

Staff Training / Qualifications

All staff regularly attend courses and training to update their knowledge and understanding. Here are some examples of the training undertaken by staff:

National SENCo Award

Makaton

Elkan Speech and Language

Language and Communication Impairment in Children (LACIC)

Epipen training

Paediatric First Aid

Team teach

Social Communication – social stories / comic strips.

Tier 1 Autism training

Dyslexia
Numbers Count
Learning and Behaviour Mentor Training
RALF programme
Playground Leaders
Hearing Impairment
Visual Impairment