

Snainton CE Primary School

SEND Information Report

September 2016

Values Statement

At Snainton CE Primary School we have developed a strong Christian ethos which is rooted in Christian values. To deliver effective support for our pupils we ensure that certain values are at the forefront of our provision. It is vital to employ the values of Trust and Respect when working with parents and pupils. These values are particularly important for staff to follow in conversations with parents to develop support for children, parent's knowledge of and aspirations for their child are given high priority in line with the SEN Code of Practise. Teachers and Teaching Assistants will also constantly refer to the values of Courage and Resilience to support pupils receiving support to challenge themselves to reach their potential.

Introduction

Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive at Snainton CE Primary School.

What does the term Special Educational Needs mean?

- The term refers to a child who requires additional and different provision from that usually provided within the classroom. Children can have special educational needs due to a range of reasons or circumstances.
- Special educational needs comes under four broad areas:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and/or physical

What support do we provide for you as a parent of a child with Special Educational Needs or disability (SEND)?

- We will work hard to give your child the best education we can and to make sure your child's voice is heard when shaping the individual education we provide. They will be consulted and their (and your) thoughts and feelings taken into account as we aim to work closely with you to achieve the best possible outcomes for them. We

want to know what you want for your child as they travel towards adulthood and to support you and your child in achieving this.

- Class teachers and the Headteacher are 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 similar strategies can be used.
- Mrs Wackett is our SENCO and Headteacher and will meet with you to discuss your child's progress or any concerns/worries you may have regularly but also at your request.
- When we involve professionals from outside the school you will be involved with the person directly, or where this is not possible, in a report. We will discuss all outside support with you in regular meetings.
- Provision for your child will be reviewed regularly and meetings will take place termly.
- Homework will include reading regularly and practising spelling and mental mathematics but we also plan homework which can be connected to your child's interests. We would put in place a home/school book for you to record reading with your child or completing spellings etc. We will design homework to suit the needs of the child which may include more regular shorter sessions to support your child's needs.
- 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 and the use of different resources and equipment including ICT. For example we offer the Clicker 6 programme to support children with difficulties in writing.
- Specific strategies (which may be suggested by the SENCO or Specialist staff from outside agencies) are in place to support your child to learn.
- Your child will be monitored regularly to check for progress. Gaps in their learning / understanding will be identified and support put in place to help them make the best possible progress.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

Class teachers are available to share information about classroom activities including

- High quality teaching of all children, including those with SEND.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the SENCO know as necessary.
- Ensuring that all staff working with your child in their classroom is helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Special Educational Needs Co-ordinator has responsibility for

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing and monitoring how they are doing
- Working with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register and case studies which record provision for your child and their progress.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Talking to you when we feel we need to make changes to help your child to learn.

Headteacher

- The day to day management of all aspects of the school, this includes the support for children with SEND...
- She is responsible for recognising her own needs and the needs of the staff who deliver interventions and teaching staff and finding the appropriate support for everyone involved. This includes being part of a local cluster of schools.
- She works closely with the Governing Body to ensure they are fully aware of the provision for SEN in our school.

The SEND Governor is responsible for

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What are the different types of support available for children with SEND at Snainton CE Primary School?

We provide quality first teaching for every child which supports

- All pupils to learn because expectations are consistently high.
- Teaching that will be targeted at what your child can do and the next steps to help move their learning on.
- We will talk to you about the ways in which we can work together to support your child

Support within a small group of children

We may tell you that we have identified your child as needing some extra support in school. This may mean that the class teacher plans specific sessions to work with your child on a gap in their learning or that a teaching assistant work with the group to provide extra support.

The class teacher would monitor your child's progress and adapt activities as necessary. Class teachers and the SENCo will keep you updated on how this is working for your child.

Specialist support from outside agencies

Either following extra support from the classteacher or as an initial action following an assessment of your child, we may decide that some advice and support from outside professionals, who would come into school to see your child at work and put a programme of support in place. This will happen because interventions or Quality First Teaching are not helping your child to overcome their difficulties.

- We now make a referral to the Inclusive Education Service IES, (previously known as: the SSA Outreach Team (for autism) or Sensory Physical Medical Service (for students with a hearing or visual need), Enhanced Mainstream school staff, Speech and Language therapy (SALT) Service or Educational Psychologist.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for us to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help us and yourself understand your child's particular needs better and be able to support them better in school. This will involve giving your views which are added to the form and signing the form to send to the Inclusion Service.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to reach appropriate outcomes which will include their specific expertise and work towards the ambitions of the young person.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group.
 - The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. This may include a modified curriculum for some individuals.

Specified individual support for your child

This means your child will have been identified by the class teachers / SENCO as needing a particularly high level of individual or small group teaching. Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Physical Medical Service (for pupils with a hearing or visual need) - now known as the Inclusive Education Service (IES).
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.
- We would meet together to complete a Comprehensive Assessment of Needs (CAN-DO) and Education Health and Care Plan Request (EHCAR) which is paperwork designed to assess the level of need. It is designed to be a process, which keeps children at the centre of the assessment and involving parents and all agencies working with your child.
- After the school have sent in the request to the Local Authority (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 write an Education and Health care (EHC) Plan.
- The 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. Your child will still be part of the class, under the direct responsibility of the class teacher.
- This type of support is available for children whose learning needs are severe, complex and lifelong.

How is SEND provision monitored across Snainton CE Primary School?

- The SENCO, teaching staff, and the Governing Body monitor SEND provision.
- The school produces and monitors provision maps which are put in place to support your child. These will be shared with you.
- We look at data, classroom practise and your feedback to monitor our provision. The children's ideas are also listened to. The SENCo monitors staff providing intervention to children.
- The SEND policy is reviewed regularly in the light of current practise and updates.

How can I let the school know I am concerned about my child's progress in school?

- Your child's class teacher will make themselves available to talk to you about your concerns.
- If you are still concerned you could request a meeting with the SENCO
- If you are still not happy you can speak to the school Headteacher or SEND Governor.

- Any concerns or complaints about SEND provision should be referred to the SENCO (Mrs Wackett).

How will the school let me know if they have any concerns about my child's learning in school?

- We make sure that we communicate with you as quickly and fully as possible and we are always available to listen to you.
- If your child is then identified as not making progress Mrs Wackett will meet with you plan support and to find out what your wishes are for your child's future. This may include setting up outside support which will always be carried out with your knowledge and permission.

How is extra support allocated to children?

- Support will be provided through the school budget, received from NYCC LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SEN Governor discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
- Decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

How are the teachers in school helped to work with children with SEND and what training do they have?

- Specific staff will be trained as part of the school training needs
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- The school SENCo attends local authority networks which provide updates on national initiatives
- The school Christian values support staff in the way that we encourage pupils to have resilience and confidence in their ability to improve

How will the teaching be adapted for my child with SEND?

- High quality teaching is always the starting point for supporting pupils with SEN

- Class teachers are made aware of all students with specific needs and plan lessons according to all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained and experienced support staff work alongside class teachers to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. If you have concerns about your child's progress and ability to complete homework tasks, your child's class teacher can personalise the learning further.
- Personalised programmes may be needed for some pupils, alternative care and / or curriculum activities are put in place on an individual need basis, the SENCO will discuss this with you and involve you and your child in the planning process should it be needed.

How will we measure the progress of your child in school?

- Your child's progress and application to learning is continually monitored and reported to parents through the schools regular monitoring methods including pupil progress meetings and reporting to governors
- The progress of children with an EHC Plan (Statement until they are formally converted to an EHC Plan by NYCC) is formally reviewed at an Annual Review with all involved with the child's education, including the child. We meet to review their progress half way through the year too.
- 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.

Who are the other people providing services to children with SEND in this school?

- Paid for centrally by the Local Authority but delivered in school or at clinic:
 - Enhanced mainstream School specialist teaching staff (SpLD, Behaviour, Communication and Interaction)
 - Educational Psychology Service
- Provided and paid for by the Health Service (York NHS Trust) but delivered in school or clinic:
 - School Nurse
 - Occupational Therapy
 - Physiotherapy
 - Speech and Language Therapy
- In addition, Parent Partnership Officers can offer impartial advice and support, making home visits, attending meetings, putting you in touch with support groups and assisting with paperwork. They can be contacted on 0845 034 9469.

How is Snainton CE Primary School accessible to children with SEND?

- The main building is accessible to children with physical disabilities via ramps and disabled entrances.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We request advice from external agencies as needed to ensure all lessons are accessible and inclusive for those pupils with SEND, alternative activities can be taught as required to enhance their curriculum.
- Sports activities are differentiated for individuals
- Extracurricular activities are accessible and encouraged for children with SEND, adult support can be arranged as required.
- Trips including residential are accessible and encouraged to all children including those with SEND. Extra risk assessments, arrangements and planning will take place as required on each individual basis.

How will we support your child when they are joining or leaving our school?

- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

For students joining Snainton CE Primary School :

- For any child, the SENCO will liaise with and attend relevant meetings during the transition period to gather information, become familiar with the needs of the child and discuss the needs and transition with you.
- Information will be passed on to all new teachers in advance and provision will be made to ensure inclusion within the classroom and around school.

If your child is moving from Snainton CE Primary school to another school:

- We will contact the receiving school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child, a transition package will be put together as needed.
- We will make sure that all records about your child are passed on as soon as possible.
- Where possible and as needed 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.