SEND Information Report

Type of school: Mainstream First School

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School based information	People	Summary of responsibilities

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)?	SEN CO-ORDINATOR (SENCO)
	R.Fisher
		She is responsible for:
		• Coordinating all the support for children with special educational needs (SEN) 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 how they are doing
		  ◦ part of planning ahead for them.
		• Liaising 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 Records of Need (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
		• To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.
		• Writing Individual Education Plans alongside the teacher (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.
		• Initiating training for teachers to understand SEND needs in their class if required.
		• Monitoring classrooms and teacher practice

	Class teacher	**He/She is responsible for:** • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation)

		• 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, additional support, adapting resources etc) and discussing amendments with the SEN Co-Coordinator/phase leader/Deputy Head as necessary. • Writing Individual Education Plans with the SENCO (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are 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. • Ensure their classroom meets the required needs for being Dyslexia friendly. A Learning support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed initially to the class teacher and/or SENCO. Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback.
	Learning support Assistant (LSA) may be allocated to some pupils with SEN and or disabilities Head teacher - **Mrs Zoe Cahalan**	**She is responsible for:** • The day to day management of all aspects of the school, this includes the support for children with SEND. • She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. **She is responsible for:** • Making sure that the school has an up to date SEND policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school

	SEN Governor - Mrs J Landsborough	• Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- **Other staff in the school**
- **Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)**
- **Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.**

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN input) children will be at when receiving this input.	**What would this mean for your child?**	**Who can get this kind of support?**
What are the different types of support available for children with SEN in this school?	**Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.**	• Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. These include reading rulers, grips, word mats, talking tins etc • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support	All children in school should be getting this as a part of excellent classroom practice when needed.

		your child to learn. Ensuring all classrooms are Dyslexia friendly using the guidance from the LEA.	
	Specific group work with in a smaller group of children. This group may be • **Run in the classroom or outside.** • **Run by a teacher or most often a Learning support assistant who has had training to run these groups.** These are often called Intervention groups by schools. *Stage of SEN Code of Practice:* ***Wave 2*** which means they have been identified by the class teacher as needing some extra support in school.	• Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • He/ She will plan group sessions for your child with targets to help your child to make more progress. • A LSA/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme.	Any child who has specific gaps in their understanding of a subject/area of learning. Children will be at the stage of **wave 2** which means they have been identified by the class teacher as needing some extra support in school.
	Specialist groups run by outside agencies e.g. Speech and Language therapy **AND/OR Individual support** for your child of less than 20 hours in school *Wave 3* which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:	• If your child has been identified as needing more specialist input instead of or in addition to excellent class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress • Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.	Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

	• Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) 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 set better targets which will include their specific expertise ○ A group run by school staff under the guidance of the outside professional e.g. a social skills group ○ A group or individual work with outside professional • 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.	
	Specified Individual support for your child of more than 10 hours in school. ***This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).*** This means your child will have been identified by the class teacher and SENCO as needing a **particularly high level of individual or small group teaching (more than 15 hours a week**), which cannot be provided from the budget available to the school.	• 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 and you can find more details about this in the Local Authority (LA) based Local Offer, Staffordshire website. • 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 ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at Wave 2 and wave 3 interventions.	Children whose learning needs are: • Severe, complex and lifelong • Need more than 15 hours of support in school

	Usually 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 Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service.	• After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 15 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan (September 2014). If this is not the case, they will ask the school to continue with the support at School and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The Statement or 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.	
How will we support your child with identified special needs starting at school?	We will first invite you to visit the school with your child to have a look around and speak to key staff (Class teacher, SENCO) If other professionals are involved, a Team around the Child (TAC) meeting or Multi-agency meeting will be held to discuss your child's needs; share strategies used, and ensure provision is put in place before your child starts. Your child's key person may make a home visit and also visit your child if they are attending another provision. We may suggest adaptations to the settling in period to help your child settle more easily		
How can I let the school know I am concerned about my child's progress in school?	• If you have concerns about your child's progress you should speak to your child's class teacher initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Inclusion SENCO/Phase leader/Deputy Head or Headteacher • If you are still not happy you can speak to the school SEND Governor.		
How will the school let me know if they have any concerns about my child's learning in school?	• When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO.		

	• Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.
	• If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more details
	  ○ To listen to any concerns you may have too
	  ○ To plan any additional support your child may receive
	  ○ To discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they move between the different levels?	• The school budget, received from Staffordshire LEA, includes money for supporting children with SEND.
	• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
	• The Head Teacher and the SENCO/Deputy Head 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.
	And decide what resources/training and support is needed.
	• All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with an SEND in this school?	A. Directly funded by the school	• LSA support for first 10 hours • SEN resources in class to support learning further • Educational Psychology Service
	B. Paid for centrally by the Local Authority but delivered in school	• Autism Outreach Service • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Parent Partnership Service to support families through the SEN processes and procedures). • Behaviour support (advice and guidance for issues regarding behaviour)

		• LST – (Local support team) parent support workers who can help in the home.
	C. Provided and paid for by the Health Service (NHS Trust) but delivered in school	• School Nurse • Occupational Therapy • Physiotherapy • CAMHS (Child and adolescent mental health services)
How are the teachers in school helped to work with children with an SEND and what training do they have?	• The SENCO's job is to support the class teacher in planning for children with SEN. • The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEN issues such as ASD, dyslexia etc • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, SENSS and Sensory service. **Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO/Deputy Head.**	
How will the teaching be adapted for my child with learning needs (SEN)?	• Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Specially trained support staff can adapt the teachers planning 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.	
How will we measure the progress of your child in school?	• Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy.	

	• If your child is at the end of Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'. • At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally. • Children who have wave 3 intervention/needs will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made. • The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • 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. • A range of ways will be used to keep you informed, which may include: – Home/school contact book – Letters/positive praise notes/certificates sent home – Additional meetings as required – Reports
What support do we have for you as a parent of child with an SEND?	• We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENCO/Deputy Head (or Head teacher) is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • IEP's will be reviewed with your involvement through review forms each term. • Home learning projects will be adjusted as needed to your child's individual needs

	• A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. In addition: If your child is undergoing statutory assessment you will also be supported by the Parent Partnership team. They will ensure that you fully understand the process.
How have we made this school accessible to children with SEND? (Including after school clubs etc...)	• The school is accessible to children with physical disability via ramps • We ensure that equipment used is accessible to all children regardless of their needs. • The school has a hygiene suite in early years. • Enrichment activities are extended to all pupils irrelevant of their needs

How will we support your child when they are leaving this school? OR moving on to another class?	We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.
	
	• If your child is moving to another school:
	  ○ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
	  ○ We will make sure that all records about your child are passed on as soon as possible.
	• When moving classes in school:
	  ○ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
	  ○ If your child would be helped by a book to support them understand moving on then it will be made for them.
	• In Year 6
	  ○ The SENCO/Year 6 teacher will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
	  ○ Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
	  ○ Where possible 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.

GLOSSARY OF TERMS	
IEP	Individual Education Plan
Wave 2	Requires additional small group support
Wave 3	Requires specialist 1:1 provision
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and/or disabilities
SALT	Speech and Language Therapist
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder