

Special Educational Needs and Disabilities Information Report

How does the school know if my child needs extra help?

We use a range of information to help us identify if a child needs extra help. These include:

- Transition information from your child's pre-school or previous school.
- Class teacher visit to feeder pre-school to observe your child and speak to their Key Worker.
- On-going curriculum assessments which monitor progress against age related expectations.
- Standardised assessments.
- Early Years Foundation Stage profiling and progress against pre-key stage descriptors.
- Classroom and playground observations.
- Information from other services who have worked with your child, for example a Speech and Language Therapist.
- Information from parent's on previous interventions and outside agency involvement.
- Education Health Care Plans

What should I do if I think my child may have Special Educational Needs?

Make an appointment to speak with your child's Teacher, the Headteacher or SENDCO.

How will my child be supported?

- Every pupil is seen as an individual with individual needs, and the school strives to ensure that everyone feels equally valued within the school community.
- High quality teaching including differentiated learning tasks and activities.
- Small group work and 1:1 support as required.
- Reviewing the progress of your child on a regular basis. Each term, the SENDCO meets with class teachers to focus specifically on children with SEND and how barriers to learning are being overcome.
- A provision map will be written following the 'Assess, Plan, Do, Review' Cycle detailing your child's strengths, barriers to learning, short term targets and how these will be achieved. Some children with more complex SEND needs will have a Support Plan which are proactively worked on. These are written collaboratively by your child's class teacher and the SENDCO.
- Your child may have an individual programme of support which is regularly monitored if necessary.
- Support from outside agencies.
- Monitoring by the SEND Governor and Governing Body.
- Collaborative working between School and Parents.

- The school SENDCO oversees all intervention programmes and the provision for children with SEND, regularly monitoring progress and reviewing the schools provision map termly.

How will the curriculum be meet my child's needs?

- Lessons are pitched appropriately with clear differentiation so that all children can learn and progress.
- Teachers take account of the needs of each child and plan tasks and materials appropriately.
- Regular tracking and assessment enables class teachers to analyse the progress of each child.
- Pupil progress meetings are held three times a year with the Head Teacher and Deputy Head Teacher to ensure children are making progress and discuss suitable teaching methods and programmes that can enable children to continue to make progress.
- Termly meetings between the SENDCO and class teachers to review Provision Maps and Support Plans.
- Opportunities for children to work in a variety of groupings, such as small supported groups, 1:1, mixed ability and similar ability groups.
- Visual timetables
- First and Next boards, Individual Task Planners

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

- A positive school ethos.
- Social skills and friendship groups.
- 'Pupil voice'.
- Positive Behaviour Policy
- Behaviour programmes including rewards and sanctions. Individual Behaviour Plans (IBPs) or Report Cards used when necessary to promote positive behaviour.
- Thrive Sessions - An approach which focusses on children's social and emotional development.
- Celebration assemblies held each Friday to celebrate children's achievements both inside and outside of school.
- Attendance rewards given termly to increase attendance.
- Medicines can be administered in school with signed parental permission. There are trained first aiders including staff with the paediatric first aid qualification. If you child has significant medical needs you will need to speak to the Headteacher or SENDCO to discuss how we can best support you and your child. This might include drawing up a Health Care Plan.
- The class teacher has responsibility for the overall well-being of every child in their class. If you have any worries speak to the class teacher first. If further support is needed the class teacher will speak to the SENDCO.

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

The SENDCO has completed the National Award for Special Educational Needs Co-ordination, training on many intervention programmes as well as pastoral and Mental Health Foundation Training. The SENDCO can also carry out a range of specific assessments to identify barriers to learning.

We have teachers and teaching assistants who have had training in the following areas:

- Speech and language.
- Talking partners.
- Fisher Family Trust Wave 3 Literacy programme.
- Spelling Made Easy.
- Letters and Sounds Phonics.
- Socially Speaking programme
- Dyslexia
- Dyscalculia
- Sensory Circuits
- Leitner method

We may access support from other services, for example

- Educational Psychology Service
- Special Education Service (SES)
- Speech and Language Therapy
- School Nurse
- Education Welfare Officer (EWO)
- Child and Adolescent Mental Health Service (CAMHS) and/or Point One/ Link Team
- Counselling Service
- English as an Additional Language service
- Family Support Practitioners/Social Care
- The Deputy Head Teacher is the Continuing Professional Development (CPD) Co-ordinator for class teachers and teaching assistants.
- WALKTHRU's
- Medical training to support children with medical Care Plans
- Dedicated Staff Meetings for SEN, and also INSET time for SEN training.

How will my child be included in School life?

- Welcome meeting
- Tour of the school
- Transition/Meet the teacher days
- School Passports
- Good transfer of all SEN information
- After school clubs
- Squirrels Breakfast and After Schools clubs

- Participation in wider school activities e.g. sporting or music events.

How is the decision made about what type and how much support my child will receive?

- Each child is assessed individually according to the SEN Code of Practice
- Assessments are regularly reviewed and suitable provision put in place.
- Personalised or group learning support programme(s) will be developed dependent on need.
- Any support/provision that is provided is reviewed and the impact measured.
- Additional assessments from outside services, such as educational psychologists, speech and language will inform the types of support and/or resources needed.
- Regular review meetings with appropriate staff are carried out to discuss your child's progress and any additional needs that require support.
- Termly Pupil Progress meetings are held with the Headteacher and class teacher to track progress and decide upon further support.
- Termly SENDCO and Teacher meetings.
- Reviewing Provision Maps and Support Plans
- Annual reviews of EHCPs
- Any support children receive can be adapted to meet learning needs and progress.

How do we communicate with Parents?

- Parents are encouraged to work collaboratively with the school.
- Parents Evenings
- Review meetings with teachers and/or SENDCO
- Acorn Newsletter
- Website
- Parent mail (email & text)
- Annual Reports

Who can I contact for further information?

- Head Teacher - Mr P Seaman
- SENDCO - Mrs W Jennings
- Class Teachers

Further information can be found on our school website.

If you have any questions please telephone the school office on 01502 712375.

If you are considering your child joining our school, please make an appointment to look around and meet a member of staff who will be able to discuss your child's needs.