



## SEN Information Report



### What different SEN needs can we provide for?

We support children with a range of needs such as;

The four main categories are:

1. Cognition and learning
2. Communication and interaction
3. Social, mental and emotional health
4. Sensory and/or physical needs

These may include; Autism, ADHD, Speech and Language Difficulties, Dyslexia, Dyspraxia, communication difficulties.

### How do we identify children with SEND?

Our school identifies children/ young people with special educational needs/ disability (SEND) by:

Our School SENCO is Miss Emily Smart  
Our Deputy SENCO is Mrs Alletson

- Regular assessment of pupils' progress
- Regular communication with parents
- Class teacher raising concerns and completing a referral form for the SENCO
- Carrying out individual assessments
- Watch the children in their class
- Seeking advice from other professionals and/or making referrals to outside specialists where appropriate.

### How are parents involved?

We involve parents and carers in the planning by:	<ul style="list-style-type: none"><li>• Access to class teachers and SENCo</li><li>• Professional meetings and review meetings as appropriate</li><li>• Structured Conversations linked to Achievement For All</li></ul>
Parents and carers can give their feedback by;	<ul style="list-style-type: none"><li>• Informal or formal discussion with class teachers and SENCo</li><li>• Professional meetings and review meetings as appropriate</li><li>• Contacting the school: phone calls; email; arranged visits</li></ul>

### How is your child involved?

We encourage the children/ young people to contribute their views by;	<ul style="list-style-type: none"><li>• School Council, regular discussion, reviews for children with EHCP (Education Health Care Plan), Statements of SEN, or Coordinated plan,</li><li>• Completing questionnaires for Sensory circuit reviews</li></ul>
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**What expertise does our staff have to support your child?**

We employ staff with specific expertise in;	<ul style="list-style-type: none"><li>• Communication programmes</li><li>• Sensory integration</li><li>• Specific literacy and numeracy support programmes</li><li>• Autistic spectrum disorder</li></ul>
We have staff who have the following qualifications:	<ul style="list-style-type: none"><li>• Teaching assistant qualifications (NVQ levels 1 + 2)</li><li>• Higher level Teaching Assistant status (Level 4)</li><li>• Teaching staff degrees</li></ul>
Staff have recently attended the following training:	<ul style="list-style-type: none"><li>• Autism awareness</li><li>• New Code of Practice Training</li><li>• Positive Handling training (Team Teach)</li><li>• Child Protection update</li><li>• Epi pen and asthma training, update</li><li>• First Aid, update</li><li>• Supported Spelling training</li><li>• First Class Number</li><li>• Fischer Family Trust</li><li>• A to Z Literacy programme</li></ul>

### How are adaptations made to the curriculum and learning?

Our approach to differentiation is to;	<ul style="list-style-type: none"><li>• Endeavour to meet the individual needs of our children through quality teaching, enabling them to access the learning and to develop as independent learners. This will offer them a range of learning styles, approaches and activities and be targeted to their specific level of ability and planned for by the class teacher.</li></ul>
We enable children/ young people to access all activities by;	<ul style="list-style-type: none"><li>• Adapting materials where appropriate (differentiation)</li><li>• Dyslexic friendly colours of IWB, coloured overlays and handwriting scheme</li><li>• Providing equipment to support needs ie slope boards, move and sit cushions.</li><li>• Visual timetables in every classroom</li></ul>

### How is the school made accessible?

<p>We provide the following to ensure that all children/ young people in our school can access all of the activities offered;</p> <p>Reasonable adjustments will made to the building as listed in line with the Equality Act.</p>	<ul style="list-style-type: none"><li>• Changing and showering facilities for the disabled</li><li>• Disabled ramps and lifts</li></ul>
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### **What specialist services can we access?**

Our school works in partnership with the following outside agencies if deemed appropriate.

- Speech and Language therapists (SALT)
- Educational Psychologists (EP)
- School Nurse and School Doctor
- Autism Outreach team
- Occupational Therapy (OT)
- Child and Adolescent Mental Health Services (CAMHS)
- Physiotherapy Services
- Diabetes nurse
- Sensory Support Services for visual and hearing impaired pupils
- Southfields Enhanced Resource for Speech and Language
- Pupil Referral Units for social and emotional needs
- Support For Learning Team

### **What support do we offer for Emotional and Social Development?**

Our school offers pastoral, medical and social support to the children/young people by;

- Playtime Buddies at breaktimes and outdoor Friendship benches.
- Access to the school nurse through 'drop in ' arrangements or at the request of either school or parent/carer Individual care plans provided by the school nurse as appropriate. The school is accessible to a disabled child or parent/carer, seeking advice through other Health Care Professionals such as CAMSH.
- Where children's wider ranging needs have been recorded through the early help assessment process if appropriate, regular Team Around The Child Meetings take place.
- Access to Nurture Group supported by the Inclusion Manager.
- Highly experienced teaching assistants who are trained to support some medical procedures ie. Catheterisation, diabetes and physio exercises.
- Daily sensory circuits and Breakfast club
- Family Values programme
- Sensory Room

### **How do we assess and review your child's progress?**

Our school assess and reviews your child's progress by;

- Annual Reviews for children with EHCP (Education, Health Care Plan), Statements of SEN,
- Pupil progress meetings with Senior Leaders and class teachers.
- Structured conversations as part of the Achievement for All programme
- Parents evenings in October and February
- Coordinated plan meetings
- Pupil Passports

### **How do we support transition?**

The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school;

- Home visits for EYFS starting in September
- 'Stay and Play' sessions in the early Years setting
- Additional Year 6 transition session at school and at feeder Secondary school if needed
- Liaison between key workers and SENCo's and transition meetings with Pre School's and secondary schools.

We prepare children and young people to make their next move by;

- Arranging extra visits
- Meeting new teachers
- 'Move up' day in school

**How do we allocate our resources?**

Our SEND budget is allocated according to;	<ul style="list-style-type: none"><li>• Local Authority School Funding Formula</li><li>• At a school level it is approved by the Governors</li></ul>
Funding is matched to SEND by;	<ul style="list-style-type: none"><li>• Reference to the Funding Formula and the needs of the school's cohort on an annual basis.</li></ul>
Following recommendations provided by outside agencies we are able to offer a range of resources to support your child.	<ul style="list-style-type: none"><li>• For example sensory circuit, Nurture group etc</li></ul>

**If you need to make a complaint....**

Should you wish to make complaint;	Our complaints procedure can be found on the school website. This can be found by accessing the link below:
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Who do I contact?	
Your first point of call is;	<ul style="list-style-type: none"><li>• Class teachers</li></ul>
Our Special Educational Needs Coordinator is;	<ul style="list-style-type: none"><li>• Miss Smart and Mrs Alletson</li></ul>
Other people in our school who might be contacted are;	<ul style="list-style-type: none"><li>• Sharon Cliffe (SEN Governor)</li></ul>
The school telephone number is;	<ul style="list-style-type: none"><li>• 01733 571193</li></ul>

**Review Date:** September 2016