



SEN information Report

September 2014

Introduction

It is very important to us that the children are happy and experience the best education possible. We value the strong links and close partnership between home and school. This report has been written to help you as parents to have a better understanding of what is happening to help your child. We hope it is both helpful and informative. It is our aim to identify SEN as soon as possible in order for us to plan and support your child to ensure they achieve their potential.

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

What is the Local Offer?

From September 2014 Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

We hope that once you have read this report and have had some time to understand your child's needs that you will be more informed of the processes involved and how we as a school will be doing our best to ensure that your child's individual needs are being met. Hopefully it will also help you understand some of the terminology used when we are talking/writing about children with special educational needs.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

<p>Who are the best people to talk to at Neston Primary School about my child's difficulties with learning/SEND?</p> <p>How can I talk to them about my child if I need to?</p>	<p>The Class Teacher</p> <p>It is always a good idea to speak to your child's class teacher first.</p> <p>Responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good and outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation) • Checking on progress of your child and identifying, planning and delivering any additional support your child may need (this could be targeted work, additional support, intervention programmes, adapting resources). They will let the Special Educational Needs/Disabilities Coordinator (SENDCo) know as necessary. • Writing individual education plans (IEPs) which will identify goals; these will be shared with you termly . • Ensure that all members of support staff working with your child are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and to make progress. <p>The SENDCo – Mrs Annabel Elliott</p> <p>Responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with SEND • Developing and reviewing the school's SEND policy to make sure all children get a consistent high quality response to meeting their needs in school • Ensuring you are kept informed and involved in supporting your child's learning • Involved in reviewing and planning Individual Education Plans (IEPs) • Liaising with other professionals to help to support your child's learning eg Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEND register (a system for ensuring that all SEND needs of the children in our school are known and addressed) • Making sure that records of your child's progress and needs are kept up to date • Supporting teachers and support staff in the school so they can help children with SEND to make the best progress possible • Organising training for staff so they understand and are confident about how to meet the needs of your
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child

The Headteacher – Mr Rob Golding

Responsible for:

- The day to day management of all aspects of the school, including the support for children with SEND. He will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met
- Ensuring the Governing Body is kept up to date about issues relating to SEND

The SEND Governor – Mrs Linda Pritchard

Responsible for:

- Making sure that the necessary support is given for any child who attends Neston Primary School, who has SEND

The Learning Mentors – Mrs Jane Furlong/ Mrs Sarah Tedford

Responsible for:

- The social and emotional well being of all our pupils, including those with SEND
- Supporting both children and parents during team around the family (TAF) meetings, Child in Need meetings
- Liaising with external agencies eg Educational Welfare Officer (EWO), social care

We have an open door policy in that all teachers are present on the playground from 8:40 am. You can see your child's class teacher at this point to arrange a meeting (the playground is not an appropriate place to discuss your concerns).

All of the above can be contacted via the school office.

School Contact number: 0151 338 2500

Email: admin@nestonpri.cheshire.sch.uk

If you would like any independent support or advice about any aspect of your child's Special Educational Needs please contact the **Parent Partnership Service** – 01606 814375

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 provided by the class teacher or may involve:

- Other staff in school such as Teaching Assistants
- Staff who will visit the school from the Local Authority central services such as Sensory Service (for children with a hearing or visual need)
- Staff who visit from outside agencies such as Speech and Language Therapy (SALT) Service.

<p>How will school let me know if they have concerns about my child's learning in school?</p>	<p>Class teachers will identify a child with special educational needs if they are not making academic progress despite additional intervention being put into place. Your child may be having difficulties with reading, writing, maths or behaviour, which may mean they need extra support both in school and at home, by working in partnership with you. This can lead to your child's work being prepared and/or presented in different ways to enable them to learn in the way which best suits them. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children.</p> <p>Any concerns the teacher has are directed to the school SENDCo who will then help the class teacher devise further intervention.</p> <p>Should you have any concerns about your child, you should contact his/her class teacher in the first instance. The class teacher will invite you into school to discuss her concerns about the progress your child is making. In these meetings we will:</p> <ul style="list-style-type: none"> • Listen to any concerns you may have • Plan any additional support your child may need • Discuss with you any referrals to outside agencies to support your child's learning •
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We recognise that you, as your child's parent, are the expert on them and will involve you every step of the way.

<p>What are the different types of support available for children with</p>	<p>The teaching and learning environment in all classes is inclusive and teachers adapt the classroom and wider school environment to support the individual children's needs.</p> <p>All class teachers follow targeted classroom teaching (Quality First Teaching) which means:</p> <ul style="list-style-type: none"> • The teacher has the highest possible expectations for your child and all children in their class
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SEND in our school?

- All teaching is differentiated and builds on what your child already knows, can do and understand
- Different ways of teaching are in place so that your child is fully involved in learning in the class. This may involve visual timetables, practical learning etc
- Specific strategies (as laid in individual education plans) are put in place to support your child to learn
- Your child may be supported by a TA in class

Specific small group work

- These may be run in or out of the classroom
- Your child's teacher will have carefully monitored your child's progress and will have decided that your child has a gap or gaps in their understanding and needs some extra support to help them make the best possible progress
- She will plan group sessions and/or identify an intervention programme for your child with targets to help them make progress
- They may be run by a teacher or teaching assistant

Examples of intervention programmes provided at Neston Primary School include:

Reading - Rapid Reading intervention, better reading partnership

Dyslexia - Beat Dyslexia

Gross motor skills – Get Physical

Social/emotional – socially speaking, 1-1 time with learning mentor

Fine motor skills – touch typing skills intervention, use of a writing slope, pen grips

Hearing impaired – staff wearing radio aid, room assessed for optimum auditory effectiveness

Behaviour – adult support during unstructured times (playtimes), use of time out room.

Specialist groups run by outside agencies eg Speech and Language Therapy

If your child has been identified as needing more specialist support, in addition to Quality First Teaching and intervention groups, the SENDCo will make a referral to outside agencies eg Speech and Language Therapy, Educational Psychology etc to advise and support the school in enabling your child to make progress.

What could happen?

Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help to plan possible ways forward. If it is agreed that the support of an outside agency is a way forward you will be asked to give your permission for the school to refer your child to a specialist professional. In some instances it may be quicker for a referral from your doctor but we will discuss this at the meeting. The specialist professional will work with the teacher to understand your child's needs and make recommendations as to the ways your child is given support.

Specific Individual Support

This type of support is usually provided for children whose learning needs are severe, complex and lifelong. This is 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 professionals as needing a particularly high level of individual or small group teaching. It is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

- The school (or you) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this on the LA based local offer on <http://www.westcheshirelocaloffer.co.uk>
- After the request has been made to the panel of professionals (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 current level of support already provided.
- After the reports have all been sent in, the LA will decide if your child's needs are severe, complex and lifelong and whether they need more than 20 hours of support in school to make good progress. If this is the case, they will write a statement or EHC plan. If this is not the case they will ask the school to continue with the current level of support already provided 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.

How will we support your child with identified special needs starting school?	<ul style="list-style-type: none"> • We will first invite you to visit the school with your child to have a look around and speak to staff. • When a child starts at our school from a previous setting, we will liaise (where possible) prior to the child starting • We may suggest adaptations to the settling in period to help your child to settle more easily
How can I let the school know I am concerned about my child's progress in school?	<ul style="list-style-type: none"> • Should you have any concerns about your child, you should contact his/her class teacher in the first instance • If you feel your concerns are not being managed and that your child is still not making progress you should speak to the SENDCo or the Headteacher • If you are still not happy you can speak to the school SEN governor – Linda Pritchard
How is extra support allocated to children?	<p>The school budget, received from Cheshire West and Chester LA, includes money for supporting children with SEN.</p> <ul style="list-style-type: none"> • The Headteacher and SENDCo decide on the deployment of resources for Special Educational Needs and Disabilities, they discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> ▪ The children getting extra support already ▪ The children needing extra support ▪ The children who have been identified as not making expected progress <p>They then decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed</p>
How will teaching be adapted for my child with SEND?	<p>Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adapted in order to enable your child to access their learning as independently as possible and that your child's needs are met.</p> <ul style="list-style-type: none"> • Experienced support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary • Specific resources and strategies are 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

<p>How are the adults in school helped to work with children with SEND and what training do they have?</p>	<p>The SENDCo's job is to support the class teacher in planning for children with SEND.</p> <ul style="list-style-type: none"> • We have regular SEN training which is disseminated amongst staff. • Support from outside agencies to deliver whole staff training eg epilepsy, attachment disorder, dyslexia • Regular TA meetings and training sessions with the SENDCo • Specific training to meet specific needs is obtained and is also part of the school's anticipatory duty towards meeting the needs of every child. • Some members of staff have received positive handling training. • There are members of staff with 'Elklan' training (Speech and Language) <p>- In the academic year 2013-14 members of staff received training on the following:</p> <ul style="list-style-type: none"> - Epilepsy - ADHD - Numeracy interventions and numicon - Read, Write, Inc phonics intervention - Better reading partnership - Attachment disorder - The new code of practice for SEN - Cochlear implants and hearing impairment - ELKLAN (speech and language)
<p>Who are the other people providing services to children with SEND in our school?</p>	<p>School Provision</p> <ul style="list-style-type: none"> • Teaching Assistants • Elklan Trained TA • Learning Mentor <p>Local Authority Provision</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Educational Psychology Service • Sensory Service (Teacher of the Deaf) • Occupational Therapy • CAMHS

	<ul style="list-style-type: none"> • Behaviour Team
<p>How will we measure progress of your child in school? How will we inform you of their progress?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • This takes the form of ½ termly assessments in the core subjects (reading, writing, numeracy), lesson evaluations and start/end of intervention assessments. • The SENCo and other members of the SLT (senior leadership team) and governors hold termly learning walks/observations to review effectiveness of provision. • The SENCo produces a termly then annual summary report with regards to progress for children with SEN. • We hold 2 parent's evenings a year (Autumn and Spring) and a written report is sent home in the Summer term. • We write individual education plans for our children with special educational needs at least termly and parents/carers are invited to discuss these with the class teacher. • Parents are informed at the start of a specific intervention that their child is doing and also at the end to inform them of the progress that the child has made. Any next steps are discussed with parents/carers at these times. • Class teachers are available on the school playground from 8:40 or at the end of the day if you wish to have a quick word or arrange a meeting. • In some circumstances, home school books are used to ensure there is clear communication between home and school. • In instances when a child may require a little extra practice to reinforce skills taught in class, additional homework may be sent home with the agreement of the parents. • We have a full time learning mentor who is available throughout the day should you require to discuss any concerns regarding your child. • We hold curriculum evenings and afternoons throughout the year to inform parents of ways in which they can support their child at home and to also share some of the strategies we use in school.
<p>How will your child be included in activities outside the classroom, including</p>	<ul style="list-style-type: none"> • All children are included in extra curricular clubs, school trips or residential. We may take additional adults to support your child or carry out an individual risk assessment if the child's need is of a medical or social nature. • All parents are invited to pre-residential meetings where activities are discussed and parents can express any concerns they may have.

<p>school trips?</p> <p>How is my child's emotional and social development supported at Neston Primary School?</p>	<ul style="list-style-type: none"> • Our full time learning mentor supports both children and parents in all matters pastoral be it through an individualised programme, small group intervention or 'touching base' to see how their day is going. • Children have a say in what extra curricular activities are provided and those reluctant to participate are encouraged to have a go through the 'Make a change' intervention. • In class SEAL (social, emotional aspects of learning) sessions and PSHE lessons are held weekly. • Children are educated for the vast majority of the day in their class with peers, including opportunities for mixed-ability collaboration. • Key workers are identified for children who need access to 1-1 emotional support throughout the day. • All members of staff are trained in social and emotional needs and are able to offer intervention to support through both classroom based support or specific intervention. • Our whole school behaviour system is highly effective in providing an environment where children can work and make progress. For those few individuals for whom the system is not as effective, additional support and strategies are put in place to enable them to achieve in school without exclusion. • On the occasions when a child has received a fixed term exclusion, strategies are put in place to prevent it re-occurring. • We have close links with the school nurse and other health agencies (epilepsy nurse, diabetic nurse) so that our members of staff feel confident with teaching and supporting pupils with medical needs. • During the writing and reviewing of individual education plans, children are consulted (where appropriate) to express their thoughts on aspects they feel they need greater support with and also on the progress they have made. • We have a robust Child Protection Policy in place, following National and LA guidelines.
<p>What support do we have for you as a parent of a child with SEND?</p>	<ul style="list-style-type: none"> • We encourage regular communication between home and school so we know what they are doing at home and we can tell you about what we are doing in school, this is to ensure that we are doing similar things to support them both at home and school and can share what is working well in both places • The class teacher, SENDCo and Headteacher are available to meet with you to discuss your child's progress or any worries you may have • All information from outside professionals will be discussed with you and reports copied and shared with you • Individual Education Plans will be reviewed and discussed with you • Homework will be adapted as needed to address your child's individual needs • A home/school book may be used to support communication

<p>How is Neston Primary School accessible to children with SEND?</p>	<ul style="list-style-type: none"> • Our environment is an old building but we have made alterations to enable wheelchair access and disabled toilets although we do have 2 classrooms upstairs. • The KS1 classrooms have undergone an auditory audit. • We ensure that equipment used is accessible to all children regardless of their needs. • We endeavour to ensure extra-curricular activities are accessible for all children including those with SEND. • We have 'a bubble room' for children needing time out. • For parents we know to be dyslexic, we will send home letters on different colours to suit them and will always talk through a letter 1:1 before sending home, if preferred
<p>How do we support your child when they leave Neston Primary School?</p>	<p>We recognise that transitions can be difficult especially for a child with SEND and we take steps to ensure any transition is as smooth as possible</p> <p>When moving classes in school</p> <ul style="list-style-type: none"> • Information will be passed on to new class teachers in advance during handover times • IEPs are shared with the new teacher • If your child would be helped by extra transition sessions, pictures, a social story etc to help them understand moving on then these will be made alongside them <p>If your child is moving to another school</p> <ul style="list-style-type: none"> • We will contact the SENDCo at the receiving school and ensure he/she knows about any special arrangements that need to be made for your child • We will make sure all records about your child are passed on as soon as possible <p>In Year 6</p> <ul style="list-style-type: none"> • The SENDCo/Year 6 teacher will discuss the specific needs of your child with the SENDCo of their high school • Your child may do focussed learning about aspects of transition to support their understanding of the changes ahead • Additional transition visits are organised