

Vikki Fitzgerald March 2015



## SEND Information Report

The aim of this SEND Information Report is to publish and keep under review information about services that we expect to be available to children and young people with SEND in accordance with the Equality Acts 2010 and the Children and Family Act 2014.

The school's **Local Offer** identifies how different schools in the Local Authority aim to meet the needs of SEND pupils as determined by the school policy and the provision that the school is able to provide.

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

### **The Class Teacher is responsible for:**

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENDCO know as necessary.

Writing IEPs, and sharing and reviewing these with parents at least once each term and planning for the next term.

Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with any SEND.

### **The SENDCO, Miss Fitzgerald is responsible for:**

Being closely involved in the strategic development of the SEND Policy and provision, Information Report and Accessibility plan.

Updating the school's SEND register.

Monitoring the progress of SEND pupils.

Monitoring SEND provision.

Organising INSET as required for staff.

Auditing staff skills .

Advising staff about the range of materials and approaches available to facilitate learning for pupils requiring additional support.

Liaising with parents and encouraging their equal participation in the education and general development of their child.

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Liaising with professional outside agencies e.g. Educational Psychologist, Speech and Language Therapist.

Reporting regularly to the Governing Body in relation to learning support and SEND.

### **The Headteacher, Mrs Kenny, is responsible for:**

The operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Statements or Education, Health Care Plans (EHCP).

Reporting regularly to the Governing Body in relation to learning support and SEND.

### **The SEND Governor, Mrs Snowden, is responsible for:**

Monitoring the school's provision for SEND and making sure that the necessary support is given for any child who attends the school, who has SEND.

### **What are the different types of support available for children with SEND at All Saints Church Leigh?**

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

#### **For your child this would mean:**

That the teacher has the highest possible expectations for your child and all pupils in their class.

That all teaching is built on what your child already knows, can do and can understand.

That 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.

That specific strategies, which may be suggested by the SENDCO, are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their

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understanding/learning that requires some extra support to help them make the best possible progress.

Specific differentiated group work. Intervention which may be:

Run in the classroom or an intervention room.

Run by a teacher or a teaching assistant (TA).

### **What could happen:**

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. an Educational Psychologist or Speech and Language Therapist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. This will be written in the form of a report.

Specified individual support. This type of support is available for children whose learning needs are severe, complex and lifelong. 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 professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### **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 Behaviour Support team, Autism Advisory team, Sensory team, etc.

Outside agencies such as the Speech and Language Therapy (SALT) Service.

### **For your child this would mean:**

The school or you personally can request that Local Authority Services 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.

After the request has been made to the 'Panel of Professionals', they will decide whether they think your child's needs seem complex enough to need statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your

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child's specific learning needs. If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support 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 EHCP 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 provide 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, based on the needs identified.

### 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 continue to be concerned that your child is not making progress, you may speak to the SENDCO.

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

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. The school will listen to any concerns you may have, plan any additional support that your child may need and if appropriate at this stage, 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 progress in their learning?

The school budget, received from Staffordshire County Council, includes money for supporting children with SEND. The Headteacher decides on the deployment of resources for SEND in consultation with the school Governors, on the basis of the needs in the school.

As part of the decision making process, the school actively involve staff, parents and outside agencies with their viewpoints. Following careful

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consideration of the viewpoints, written reports and observations of the individual, a decision will be made of allocated support.

The school makes a judgement of whether the support has had an impact through the progress the child has made with their individual needs e.g. socially, physically, academically.

THE SEND budget is allocated to resources including human resources.

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

School provision:

Teaching Assistants

Local Authority provision delivered in school:

Psychology Team

SEND Team, including Assessment and Monitoring Team

Early Years Advisory Team

Behaviour Support Team

Autism Advisory Team

Sensory Impairment Team

Health provision delivered in school:

Speech and Language Therapists

School Medical Service e.g. School Nurse

Occupational Therapists

Physiotherapists

Specialist units, Horton Lodge provides support for pupils with physical difficulties.

Dyslexia outreach

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

The school is committed to gaining expertise in the area of SEND. SEND training for the SENDCO is regular and on going. Whole staff INSET is arranged as appropriate, in response to particular needs within the school. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil.

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**This has included training on:**

Memory

Dyslexia

The SENDCO's role is to support the class teacher in planning for children with SEND.

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

The needs of the majority of children are met in the classroom. These needs will be met by:

Normal differentiation in planning and delivery.

Flexible teaching styles.

Appropriate grouping of children.

Collaborative working.

For some children it is necessary for them to spend time in small group work or being withdrawn from the classroom for specific activities related to the needs identified in their IEP. This may be delivered by the teacher or teaching assistant and complements classroom work so that the skills, knowledge and understanding is transferred to the classroom.

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.

Teachers meet with members of the SLT on a termly basis as part of Pupil Progress Meetings.

IEPs are reviewed on a termly basis. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with the parents.

The progress of children with a Statement/EHCP is formally reviewed at an Annual Review.

### What support do we have for you as a parent of a child with SEND?

The class teacher is regularly 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. The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside agencies will be discussed with you with the person involved directly, or where this is not possible, in a report.

### How is All Saints First School accessible to children with SEND?

Planning reflects the principle that pupils with SEND are given the opportunity to develop skills in practical aspects of the curriculum. Teachers ensure that the work for these pupils will; take account of their pace of learning and the equipment that they use, take account of the effort and concentration needed in oral work, or when using, for example, visual aids, adapt or offer alternative activities in those subjects where pupils are unable to manipulate tools or equipment, or use certain types of materials, allow opportunities for them to take part in educational visits and other activities linked to their studies.

### How will we support your child when they are leaving this school or moving on to another class?

There is strong liaison between this school and the previous and next phase of education. Middle Schools are informed of children's needs prior to transfer and are invited to attend reviews in the term prior to transfer. Additional supported induction visits are also arranged for some children. Records are forwarded to the receiving schools. Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher.

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## What Emotional and Social Development support do we have for a child with SEND?

The Emotional Health and Wellbeing of all our children is very important to us.

When children are identified by their class teacher or parent with a concern regarding their social and emotional needs, we implement a social and emotional programme to support their specific needs. This support is offered on a weekly basis in small groups when needed and on occasions, dependent on needs, on a 1:1 basis.

The school will access outside agency support e.g. the Early Years Advisory Team, Behaviour Support Team, Educational Psychologist, CHUMs (Child Bereavement, Trauma and Emotional Wellbeing Service). If your child still needs further support, with your permission, the SENDCO will access further support through the CAF (Common Assessment Framework) process. This process enables school to work out what extra support your child may need and how best to provide this support.