



SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT FOR PARENTS 2018-2019

'Celebrate Learning, Achieving and Friendship in God's Love'
Core Christian Values: Love, Hope, Trust, Respect

All Staffordshire maintained schools and academies have a similar approach to meeting the needs of pupils with Special Educational Needs & Disability and are supported by the Local Authority 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 a Special Educational Need/s and /or disability being met in a mainstream setting wherever possible and where families want this to happen. As a small school we take pride in the whole staff knowing, understanding and supporting each pupil individually.

1. How does the school know if children need extra help?

Our highly individualised approach to teaching and learning for *all* pupils ensures monitoring of progress is proactive. We know when pupils need help if:

- ❖ Concerns are raised by parents/carers, teaching staff, or the pupil's previous school
- ❖ If tracking of attainment outcomes indicate less than expected progress.
- ❖ Our observations indicate that a pupil may have additional needs in one of the following areas -
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical
- ❖ There is a change in the pupil's behaviour
- ❖ A pupil asks for help

2. What should I do if I think my child may have special educational needs?

If you have concerns then we encourage you to contact your child's teacher or the head teacher who is the school Special Educational Needs Coordinator (SENCO)

3. How will the school staff support my child?

All pupils are provided with high quality personalised teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.

For children with SEND, we follow what is known as the *Graduated Response*. This involves 'layers' of target planning, intervention and assessment followed by termly reviews with parents.

Quality First Teaching

For your child this would mean:

- ❖ That the teacher has the highest possible expectations for your child and all the pupils in the class.
- ❖ That all teaching is based on building on what your child knows, can do and can understand.
- ❖ Independent learning skills are developed through our *Steps to Success* behaviours for learning scheme
- ❖ Teaching is differentiated and suited to your child's needs so full involvement in learning in class is achieved. This may involve things like using more practical learning.
- ❖ Your child will have a Learning Support Plan Plan (LSP) with key targets to work towards. The targets will be agreed with you and your child and you will be given a copy for home. The class teacher and/or teaching assistant will support your child to achieve these targets. Specific strategies or resources will be used to help your child to learn to the best of their ability. LSP targets are reviewed at least once a term or whenever they are achieved.
- ❖ Close monitoring and liaison with the SENCO and/or outside agencies to ensure your child is being supported to make the best possible progress.

Specific group work with a smaller group of children or 1:1 sessions with a teacher or teaching assistant

If a pupil has needs related to more specific areas of their education or social skills, such as phonics and spelling, communication skills, literacy and numeracy etc. then the pupil may be placed in a small focus group, often called an intervention group, or be offered additional, regular 1:1 sessions. You will be notified of this in writing.

For your child this would mean:

- ❖ He/ She will engage in regular group or 1:1 sessions with specific targets to help him/her make more progress.
- ❖ A teacher or a teaching assistant who has been appropriately trained will run the groups or 1:1 sessions.

The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and inform future planning.

Specialist support from outside agencies e.g. Speech and Language therapy, Dyslexia Outreach or Occupational therapy

A pupil may be identified as needing more specialist input instead of or in addition to quality first teaching and group or 1:1 interventions.

For your child this would mean:

- ❖ 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. an Educational Psychologist or an Occupational Therapist.
- ❖ The specialist professional will then work with your child and make recommendations or provide a programme of support to the school and parents/carers

Specified individual support

If a pupil has particularly complex, severe and lifelong additional needs and requires an exceptionally high level of individual support and teaching, the school or parents/carers may consider requesting an **Education, Health and Care Assessment** that will be undertaken by the Local Authority.

For your child this would mean:

- ❖ A request to the Local Authority may lead to 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.
- ❖ If the Local Authority decides that your child's needs are severe, complex and lifelong, they will write an **Education, Health and Care Plan (EHCP)**
- ❖ This document will describe your child's SEND and the provision they should receive. The plan usually specifies extra resources to help your child. These could include staff time or special equipment.

3. How will the curriculum be matched to my child's needs?

- ❖ Teachers plan from children's levels differentiating work to closely match children's ability and learning needs. When a pupil has been identified with special educational needs their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- ❖ Specially trained Teaching Assistants can further adapt the teacher's planning if necessary.
- ❖ Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- ❖ ICT may be used to reduce barriers to learning e.g. ipads with specialist apps
- ❖ A teaching assistant may be allocated to work with the pupils in a 1:1 or small intervention group to target more specific needs.
- ❖ If appropriate specialist equipment may be given to pupils e.g. writing slopes, pen/pencil grips or easy to use scissors.

4. How will both you and I know how my child is doing?

The quality of teaching and pupil progress is monitored through data tracking, work scrutiny, scrutiny of planning, classroom observation, learning walks, scrutiny of attendance and behaviour records, pupil surveys and parental/carers feedback. There is ongoing assessment of progress made by pupils in specific intervention groups. Pupil Progress Meetings (PPMs) are held every half term between the headteacher/SENCO to assess whether further intervention or a change of intervention is required to ensure your child make the best possible progress.

At Waterhouses CE Primary Academy we strongly value parent partnership and an open collaborative relationship between school, parents/carers and child. We have a strong 'open door' policy and welcome parents and carers into the school at any time.

- ❖ Class teachers and teaching assistants are regularly at the classroom door at the beginning and end of the day if you wish to pop in for a chat. Appointments can usually be made for the same or next day if you wish to speak in more detail to the class teacher, teaching assistant or SENCO.
- ❖ Notes to and from home in our home-school link books and reading diaries (or a more detailed home/school contact book if necessary) support ongoing communication about your child's progress.
- ❖ You will be able to discuss your child's progress at Parents' Evenings.
- ❖ Termly written pupil reports provide information about your child's progress.

- ❖ SEND review meetings are held at least once a term and more often if required. Learning Support Plans (LSPs) are sent home at least each term detailing pupils' individual targets and progress towards meeting them.
- ❖ Meetings with outside support agencies are arranged as required.
- ❖ Annual reviews of EHC Plans will be held annually or sooner if required.

How will you help me to support my child's learning?

- ❖ We are committed to equality of opportunity and access for all.
- ❖ Teachers and Teaching Assistants suggest ways to support your child through regular communication- through both formal and informal meetings, notes in the home-school books or feedback on homework.
- ❖ The SENCO may meet with you to discuss how to support your child.
- ❖ Outside agencies or the Educational Psychologist may suggest advice or programmes of study that can be used at home.
- ❖ Termly curriculum letters from your class teacher lets you know what your child will be learning and expectations for home learning.
- ❖ SEND review meetings and parents' consultation meetings review progress and discuss next steps for your child.
- ❖ We arrange parent/carer workshops (dates and times indicated in the weekly newsletter) throughout the year to encourage an open and relaxed forum where advice and ideas can be exchanged. Our parent/carer workshops provide information and parent training in a range of subjects.
- ❖ We provide regular parent/carer 'help' leaflets to support learning at home e.g. handwriting, the new maths curriculum.

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

Waterhouses CE Primary Academy has a warm and supportive environment which enables every child to feel happy, safe, valued and accepting of diversity. Our Christian ethos and Values Education programme enriches our children whilst encouraging them to make sensible choices and to be respectful of others. Children are nurtured to become confident individuals ready to embrace their future. Our Steps to Success behaviour for learning scheme encourages children to develop independent learning skills. Our strong open door policy allows concerns to be dealt with immediately.

The school offers a wide variety of pastoral support for pupils. These include:

- ❖ Members of staff such as the classteacher and teaching assistant being readily available for pupils who wish to discuss issues and concerns.
- ❖ Weekly class circle times where children are encouraged to voice their concerns, learn how to stay safe and lead healthy lifestyles.

- ❖ Pupil voice mechanisms through Class and School Councils, pupil questionnaires and learning conversations.
- ❖ 'Buddy' systems. e.g. older children are playground leaders encouraging children to join in games. House and vice captains and older children support younger children. There is a playground 'friendship' stop for children who want someone to play with and older children support and guide younger children through the school.
- ❖ Delivery of small group led interventions targeting social skills, self-esteem and emotional well-being eg Nurture
- ❖ An effective Personal, Social, Health and Economic (PSHE) curriculum that provides pupils with the knowledge, understanding and skills they need to develop skills to enhance their emotional and social knowledge and well-being. Please see our long term plans on our website for topics that are included.
- ❖ E-safety is a high priority and part of the ICT curriculum on a termly basis.
- ❖ The use of positive behaviour strategies and rewards, to celebrate individual achievements and differences.
- ❖ The school has gained Healthy School status. We ensure pupils' wellbeing and mental health remain a high priority.
- ❖ In Key Stage 2 the children all take part in residential visits which help promote team building skills, independent skills and life skills.
- ❖ The school accesses support from the Local Support Team and Behaviour Support Team who are able to provide support for pupils through 1:1 or group sessions where appropriate.

Pupils with medical needs

If a pupil has a medical need then a detailed Health Care Plan is compiled by our school nurse in partnership with parents/carers. Staff who provide medicine administration complete training that is overseen by the school nurse and follow the LA policy/DfE guidelines included within **Supporting pupils at school with medical conditions**

(Statutory guidance for governing bodies of maintained schools and proprietors of academies in England February 2014)

6. What specialist services and expertise are available to or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. These include:

- ❖ Special Educational needs Support Service (SENSS)
- ❖ Psychologist Support

- ❖ Dyslexia Support
- ❖ Physical Difficulties Support Service (PDSS)
- ❖ Autism Outreach Team
- ❖ Behaviour Support Service
- ❖ Hearing Impairment Team
- ❖ Visual Impairment Team
- ❖ Child and Adolescent Mental Health Service (CAMHS)
- ❖ Educational Welfare Officers
- ❖ Local Support Team and Social Services
- ❖ Speech and Language Therapists
- ❖ Occupational Health Therapists
- ❖ Physiotherapists
- ❖ School Nurse

For a very small percentage of pupils, whose needs are significant and complex and the special educational needs provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of educational, health and care needs. This may result in an Educational, Health and Care Plan (EHCP) being provided.

7. What training are the staff supporting children and young people with SEND had or are having?

In order to ensure our staff have the skills and knowledge to support children with SEND-there is a programme of on-going training both in school, elsewhere and also external training provided by key specialists involved with individual pupils. Recent training includes:

- ❖ Dyslexia and SEND resources - the school has achieved the Dyslexia Friendly Full Status Award.
- ❖ Precision Teaching
- ❖ SEN procedures and good practice in use of LSPs
- ❖ Asthma, Epilepsy and Diabetes training
- ❖ Nurture
- ❖ Attachment Disorder training
- ❖ Autism

In addition, our highly skilled teaching assistants have been trained to deliver the following intervention programmes:

- ❖ Better Reading Partnership
- ❖ Talking Partners

- ❖ Peer mentoring
- ❖ Time to Talk (early years)
- ❖ Early Literacy Support (ELS)
- ❖ Numicon (maths support)
- ❖ 123Maths
- ❖ Pindora's Box (a gross and fine motor control programme)
- ❖ FFT Wave 3 (an intensive reading and writing intervention)
- ❖ 'Write Away Together' (an intensive 1:1 programme for KS2)
- ❖ Dyslexia support programmes eg Beat Dyslexia
- ❖ Nessy, Wordshark and Numbershark (ICT programmes)
- ❖ Precision Teaching
- ❖ Accelerated Reader

Professional development is ongoing and often geared towards the needs of individual learners.

The Headteacher/ SENCO has achieved the National Award for SEN Coordination (NASENCO)

8. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- ❖ Where necessary reasonable adjustments are made to facilitate the needs of children with SEND, this is discussed with parents/carers and children beforehand.
- ❖ We welcome parents/carers accompanying their children on school trips if they wish to help and support.

9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. At present we have:

- ❖ Disabled toilet facilities
- ❖ A ramp into school to make the site accessible to all.
- ❖ Double doors in some parts of the building.
- ❖ Advice and guidance is sought and implemented Physical Difficulties Support Services (PDSS)
- ❖ ICT including laptops and ipads which are used to increase access to the curriculum for all pupils.

- ❖ Additional adults deployed by teachers to increase pupil success and independence
- ❖ As a Dyslexia Friendly school, we have a wide range of resources to support children with dyslexic tendencies.
- ❖ Implemented advice and guidance to respond to pupils who have significant medical needs e.g. asthma, diabetes, etc
- ❖ Our Accessibility Plan which forms part of our Single Equality Scheme (SES) action plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. It is available via the school website or school office.

Additional resources for SEND pupils may be secured via application to the local authority for additional educational needs (AEN) funding.

10. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:

- ❖ A planned programme of visits in the summer term for pupils starting in September.
- ❖ Parents/carers are invited to a 'new intake' meeting at the school so that they know what to expect and are encouraged to share any concerns with the school.
- ❖ The headteacher who is also the SENCO meets with all new parents of pupils to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- ❖ If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns. All parents/carers and children are given a full tour of the school and the opportunity to meet their new teacher and class before joining the school. Following discussion with parents/carers and your child, a programme of visits prior to starting can be put in place. Each new child is assigned a 'buddy' to help and guide them on arrival.

On transition to the next class:

- ❖ On transition from Reception to Year 1, the children visit their new class regularly and a transition meeting is held for parents so that they know what to expect.

- ❖ In the summer term, during 'transition week' children spend a week in their new class and with their new teacher so that they feel settled and comfortable when they return to school in September.
- ❖ The classteacher is always willing to meet parents/carers prior to the child moving to their class.

On transition to the next school:

- ❖ Children attend a transition day(s) particular to the school they are going to.
- ❖ Teachers from the next school will visit pupils prior to them joining their new school.
- ❖ The SENCO will meet with the next school's SENCO to pass on information regarding SEND pupils.
- ❖ The annual review process for SEND pupils that is instigated in the year before transition, begins the process where parents are supported to make decisions regarding the next placement.
- ❖ The school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.
- ❖ Accompanied visits to other providers may be arranged as appropriate.
- ❖ Parents may like to take advantage of the independent Staffordshire School Choice support that is located at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx> ,

11. How are the school's resources allocated and matched to children's special educational needs?

Schools are provided with funding to meet the needs of pupils with SEN from sources that include:

- 1) The Age Weighted Pupil Unit. This is funding provided for a school for each pupil it has on roll.
- 2) The notional SEN budget. Every school receives an additional amount of money to make special educational provision. This is called the notional SEN budget. The amount received depends mainly on social deprivation factors and pupils' prior attainment levels.
- 3) Top up funding. If a school can demonstrate that a pupil with SEN needs more than £6,000 worth of special educational provision, they can ask the local authority to provide top up funding to meet the additional cost of that provision. This is called Additional Educational Needs (AEN) funding.

This funding is then used to provide the equipment and facilities to support SEND pupils through:

- ❖ In-class support from teaching assistants
- ❖ Small group support from teaching assistants
- ❖ Specialist support eg 1:1 tuition
- ❖ Bought in support from external agencies e.g. speech and language support
- ❖ Specialist resources e.g. software such as Nessy and Accelerated Reader
- ❖ Continued Professional Development (CPD) for staff regarding SEND

12. How is the decision made about what type and how much support my child/young person will receive?

For pupils with SEND but without an Education, Health and Care plan (EHCP), the decisions regarding the amount of support required will be taken at meetings between the classteacher and SENCO and the parent/carer. For pupils with an EHCP, this decision will be reached when the plan is being produced or annual.

13. How are parents involved in the school? How can I be involved?

We believe that working together in partnership with parents ensures the best possible outcomes for every child. Parental involvement is key to a child's educational, social and emotional development. We therefore provide a range of opportunities for parents to be involved in school life. These include:

- ❖ Fortnightly celebration assemblies
- ❖ Parent workshops and open days/evenings
- ❖ Parents/Grandparents lunches
- ❖ Drama or Music productions
- ❖ Daily voluntary reading sessions
- ❖ Supporting or running a lunch time or after school club
- ❖ Sports events
- ❖ Opportunities to attend school trips
- ❖ An active PTFA

How will I be involved in discussions about and planning for my child's education?

All parents/carers are encouraged to contribute to their child's education. This may be through:

- ❖ Discussions with the classteacher, SENCO or headteacher
- ❖ During parents evenings
- ❖ During discussions with specialist advisors eg Psychologist Support

- ❖ During termly review meetings, parents/carers are encouraged to comment on their child's LSP with possible suggestions that could be incorporated.

14. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- ❖ Your child's classteacher
- ❖ The SENCO
- ❖ The headteacher
- ❖ For complaints please contact the school Governor with responsibility for SEN

Support services for parents of pupils with SEN include:

- ❖ **Parent Partnership**
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- ❖ If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. The answer machine is on out of office hours so please leave a message and you will receive a return call as soon as possible. Alternatively you can send us an email on spps@staffordshire.gov.uk.
- ❖ **Parent In The Know** newsletters
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

Information on the Staffordshire Local Offer can be found at
<http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Local-offer/local-offer.aspx>

We hope these have answered any queries you may have but do not hesitate to contact the school if you have any further questions.