



# William Stockton Primary School

## SEND Information for Parents 2020/21

### **1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

#### **How does the school identify children with special educational needs?**

Pupil progress meetings/discussions are held every term. These allow us to track and identify children who are not making expected progress compared to the national average. Interventions/support programs are then implemented and monitored to ensure that the child makes accelerated progress.

#### **How will I be able to raise any concerns I may have and who do I contact in the first instance?**

1. The Class teacher - responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/ Education and Healthcare Plans (EHCPs) and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for your child is identified on school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom.

2. The SENDCo – Mrs K Barr - responsible for: Leading the SEND team –

- EYFS- Mrs L Gayton
- KS1 - Mrs L Hillstead
- LKS2- Miss G McNally
- UKS2- Miss Forshaw
  
- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are
  - i) involved in supporting your child's learning
  - ii) kept informed about the support your child is getting
  - iii) involved in reviewing how your child is achieving.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that

they can help children with SEND in the school to achieve the best progress possible.

3. The Head teacher – Mr M Allen- responsible for:

The day to day management of all aspects of the school, this includes the support for children with SEND.

- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – Mrs M Hughes is responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.
- Writing an annual report, in conjunction with the SENDCo, on SEND progress within school.

## **2. How will school staff support my child?**

### **a) Class teacher -Quality First Teaching.**

**For your child this means:**

- 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.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- 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 in their understanding and, as a result, requires extra support in order for them to make the best possible progress.

### **Specific group work**

Intervention which may be:

- Run in the classroom or elsewhere within school.
- Run by a teacher or a Teaching Assistant (TA).

### **b) Specialist groups run by outside agencies e.g .Speech and Language therapy**

This means they have been identified by the SENDCo /class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

Local Authority services such as the Autism Team or Sensory Service (for students with a hearing or visual need) and statutory services from the Educational Psychology Services.

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular

needs better and be able to support them better in school.

The specialist professional will work in partnership with the SENDCo, parents, class teacher and your child to understand their needs and make recommendations.

### **c) Specified Individual Support**

This type of support is available for children whose learning needs are severe and complex.

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 higher 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.

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

- The school (or you) 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' (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 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 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 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.
- An additional adult may be used to support your child with whole class learning, run individual programs or run small groups including your child.

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

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- 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 will be 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

#### **4. a) How will both you and I know how my child is doing and how will you help me to support my child's learning**

##### **How will we measure the progress of your child in school?**

Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every half term in reading, writing and maths using Assertive Mentoring assessments and teacher assessment.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.
- Children will have personal targets which will be reviewed, and a future plan made.
- Teachers meet with SEND team on a half termly basis to discuss your child's provision.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

##### **What support do we have for you as a parent of a child with a 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 SEND Leads or SENCO are available to meet with you after you have met with the class teacher to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly or, where this is not possible, in a report.
- Personal progress targets set on your Child's Assertive Mentoring sheet will be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- Relevant information about how parents can support their child at home.
- Termly parents' evenings.
- Annual reports to parents.
- We hold multi-agency meetings as required.

##### **4b) What support will there be for my child's overall well-being?**

We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school. The emotional health and well-being of all our pupils is very important to us.

- We have a Safeguarding Children Policy in place which details the procedures we would follow if concerns arose; we follow National & LA Guidelines.
- We have a robust Behaviour Policy in place.

- The Head teacher, SEND Leads, SENCo and all staff continually monitor the emotional health and well-being of all our pupils.
- We are an anti-bullying school.
- Children have access to a learning mentor, who is available and specially trained to discuss any emotional issues with children.

**5. What specialist services, experience, training and support are available at or accessed by the school?**

**School provision**

- Experienced SENCo SEN Leads and teaching staff
- Learning Mentor
- Teaching assistants
- EKLAN trained staff

**Local Authority Provision available to school**

- Autism Team
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- Behaviour Support Team

**Health Provision available to school**

- Speech and Language Therapy
- School Nurse
- Community Paediatrician
- Occupational Therapy
- Physiotherapy
- CAMHS

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

- Appropriate members of staff regularly take part in training and disseminate this as required.
- We access support from outside agencies including educational psychologists, CAMHS and Behaviour Support Services.
- Whole staff training from outside agencies.
- Liaison with SENDCo and specialist TAs/HLTAs.
- Specific training to meet particular needs is obtained where necessary.

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

- All school trips are planned with all children's individual needs being risk assessed prior to the visit.
- Additional support is provided as and when it is deemed necessary for individual pupils.
- When the need arises individual children will have individual risk assessments, again dependent on their individual needs.
- As an inclusive school we aim to provide activities outside school which all children are able to attend.

**8. How accessible is the school environment?**

- The school is fully compliant with DDA requirements.
- There is a disabled toilet.
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.

**9. 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?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

**When starting school:**

- We will contact the pre-school setting your child has previously attended and liaise with their SENDCo regarding your child's individual needs.
- We will liaise closely with yourselves and external agencies as to the best way to integrate your child into the school setting; and, if deemed necessary, with the appropriate support.

**If your child is moving to another school:**

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

**When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. Personal targets will be shared with the new teacher.

**In Year 6:**

- The SENDCo will discuss the specific needs of your child with the SENDCo of their high school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

**10. Examples of interventions, equipment, resources that school may allocate to match children's special educational needs?**

- Appropriate interventions are delivered to individuals/ small groups – these tend to focus on the basic skills of English, Maths or our Social and Emotional support program with our Learning Mentor.
- Regularly reviewed provision maps to ensure quality first teaching in class, appropriate interventions and access to external agencies.
- When we feel a child needs an EHCP we will ensure that the necessary steps are taken promptly.
- Advice sought for environmental adaptations as and when necessary.
- Requirements of Disability Discrimination Act (DDA) met, adaptations are made for children with physical disabilities/medical needs.

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

- This is detailed in the responses to earlier questions, if you have any remaining concerns or questions please contact your child's SEN Lead or Mrs Barr.

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

- Specific ways in which parents can be involved have been outlined in earlier responses
- We believe that strong relationships between home and school are essential to ensuring that each child receives the support and education that they deserve. We would encourage every parent to be fully involved in the education of their child and to maintain regular dialogue with school to ensure that everyone is working together.