

Granby Primary School - SEND Information Report

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Local Offer Contribution: <https://families.leicester.gov.uk/send-local-offer/>

Welcome to our SEND Information Report which is part of the Leicester Local Offer for learners with Special Educational Needs and Disabilities. All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body policy for pupils with SEND.

At Granby, we will help your child achieve the very best they can at school. You know your child best and may feel they need some additional support or help for some or all of their time at Granby. This information is to inform you of the types of support available for your child at Granby Primary School. It will help you understand who can help and how this support can be accessed.

Granby were awarded the Dyslexia Friendly School Quality Kite Mark in June 2019; this allows us to not only meet the needs of children with dyslexia but other pupils within the school; evidence suggests that more children benefit when dyslexia friendly approaches are used throughout the school. All teaching and support staff have received in-school training on dyslexia. We aim to ensure that our school is 'dyslexia-friendly' by using a variety of teaching styles and resources. Further information on this can be found in our 'Dyslexia Friendly Policy'.

Covid-19 - September 2020

The current situation with Covid-19 is fast moving and as such is subject to change. From September 1st all children in Leicester City, and across the country, are back within school on a full time basis.

For details of how school have minimised the risk of infection to children, staff and families within the wider community, please refer to the school risk assessment and the 'Return to School Handbook'. A number of procedures have put in to place

regarding the education of pupils including minimising contacts with others through use of 'bubbles', good hand and respiratory hygiene, and staggered starts, amongst others.

By the end of September 2020, all schools are expected to have a remote education contingency plan in place, should pupils require further learning time at home through shielding, lockdown or isolation due to the risk of Covid-19.

Regular guidance will be communicated with parents in order to keep up to date with current legislation, guidance and advice.

What are special educational needs?

A child has special educational and disability needs (SEND) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age.

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

Special educational needs could mean that a child has:

- Learning difficulties - in acquiring basic skills in school;
- Emotional and behavioural difficulties - making friends or relating to adults or behaving properly in school;
- A specific learning difficulty - with reading, writing, number work or understanding information;
- Sensory or physical needs - such as hearing or visual impairment, which might affect them in school;
- Communication problems - in expressing themselves or understanding what others are saying;
- Medical or health conditions - which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways in which they learn best. Teachers take account of this in the way they organise their lessons and teach. Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed.

You should not assume, just because your child is making slower progress than you expected or the teachers are providing different support, help or activities in class, that your child has special educational needs.

If your child has more difficulties than most children their age, with aspects of their learning, communication or behaviour, then they are likely to benefit from additional

support in school which will enable them to access the curriculum at their level. Within school, this means that they will be identified on the school's SEN register so that provision to meet their needs can be planned for.

Sometimes parents/carers are concerned about their child being added to this register; please do not be. It is simply a record of which children require additional support and allows the Special Educational Needs Co-ordinator to ensure that resources are allocated appropriately and to enable support to be sought for your child from additional outside agencies, such as a Family Support Worker, Speech & Language Therapist or Educational Psychologist. As children progress, they may be taken off of the register at a point when their needs no longer require additional support.

Children are not seen as having a learning difficulty because they speak a different language at home to that used at school.

What is a disability?

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal, day to day activities.

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

See the school's Accessibility Policy for more details.

The range of SEND that we meet

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

1. Communication and interaction

Some of the aspects of difficulty included in this area are:

Autistic Spectrum Disorder (ASD)

ASD is a term that recognises there are a number of sub-groups within the spectrum of autism. Pupils with ASD find it difficult to:

- understand and use non-verbal and verbal communication
- understand social behaviour, which affects their ability to interact with children and adults
- think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.

Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.

Pupils with Asperger's syndrome should be recorded in this category. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism.

Further information can be found at: <http://www.autism.org.uk/about-autism>

Speech, Language and Communication Needs (SLCN)

Children and young people may have a range of difficulties with speech and language, some of which may resolve as the student develops.

For some children, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.

The fact that a child or young person may understand and speak English as an additional language does not in itself constitute a speech and language difficulty. It is important to note, however, that different languages have different structures/phonologies (sound systems) which can sometimes cause initial short term difficulties.

2. Cognition and learning

Moderate Learning Difficulty (MLD)

Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum.

They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Profound and Multiple Learning Difficulty (PMLD)

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P-scale range (P1-P4) throughout their school careers.

Specific Learning Difficulty (SpLD)

"A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling)" (2013 SEN Code of Practice)

Dyslexia

Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Further information can be found at: <http://www.bdadyslexia.org.uk>

Dyspraxia

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

Further information can be found at: <http://www.dyspraxiafoundation.org.uk>

3. Social, Emotional and Mental health

Children with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs.

Some children may have emotional needs and/or social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other children or young people.

Social difficulties, in this context, occur when students have problems managing interactions with others in school effectively and appropriately. They may have difficulty making the necessary adjustments to conform to the expectations of others in a variety of settings. The process is known as socialisation. Either difficulty may impact substantially on the child's ability to learn.

Attention deficit hyperactivity disorder (ADHD)

Attention Deficit Hyperactivity Disorder is a complex condition can seriously affect a child's concentration, behaviour and learning. A child with ADHD will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still. This impacts on their learning as they can find it very hard to concentrate for the periods of time needed to complete tasks. Consequently, the work that they produce may not necessarily reflect their true ability.

Further information can be found at: www.addiss.co.uk

4. Sensory and/or physical

Some of the aspects of difficulty included in this area are:

Hearing Impairment (HI)

Pupils with an HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range.

For educational purposes, pupils are regarded as having an HI if they require hearing aids, adaptations to their environment and/or particular teaching strategies to access the concepts and language of the curriculum. A number of pupils with an HI also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss communicate through sign instead of, or as well as, speech.

Visual Impairment (VI)

A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery.

The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments. They are defined as follows:

"Partially sighted" indicates some type of visual problem has resulted in a need for special education;

"Low vision" generally refers to a severe visual impairment, not necessarily limited to distance vision. Low vision applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses. They use a combination of vision and other senses to learn, although they may require adaptations in lighting or the size of print, and, sometimes, Braille;

"Legally blind" indicates that a person has less than 20/20 vision in the better eye or a very limited field of vision (20 degrees at its widest point); and

Totally blind students learn via Braille or other non-visual media.

Multi-Sensory Impairment (MSI)

Pupils with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities. Pupils with MSI have much greater difficulty accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches that make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

Physical Disability (PD)

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEN. For others, the impact on their education may be severe.

In the same way, a medical diagnosis does not necessarily mean a pupil has an SEN. It depends on the impact the condition has on their educational needs.

There are a number of medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties.

Some pupils are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.

Medical Needs

A medical diagnosis or a disability does not necessarily imply a special educational need (SEN). It may not be necessary for the child or young person with any particular diagnosis or medical condition to have any additional form or educational provision at any phase of education. It is the child's medical needs rather than a diagnosis that must be considered.

Some children may not require school-based SEN provision but they have medical conditions that, if not properly managed, could hinder their access to education.

Children and young people with medical conditions will include those with Asthma, Diabetes, Arthritis, Epilepsy, severe allergies, Incontinence, Eczema, Cystic fibrosis Tracheotomy, Colostomy and Ileostomy.

In such cases, school staff will take into consideration the medical guidance available.

Granby Primary School is a mainstream school with experience of supporting pupils with a range of differing needs including learning difficulties, emotional, behavioural and social difficulties, physical difficulties, sensory impairments, speech, language and communication difficulties, autistic spectrum disorder, medical difficulties and other difficulties or disabilities.

Please note we do not have a special unit for SEND.

All of the teachers in our school are teachers of children with special educational needs. Subsequently Granby Primary School adopts a 'whole school approach' involving all staff adhering to a model of quality first teaching.

The staff of the school are committed to identifying and providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods only when specialist provision cannot be incorporated in any other way due to practical considerations for the child and the class as a whole.

The code states that:

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset."

Sometimes, if a child's needs are more complex, a multi-agency approach will be used so that there is opportunity to consult with a wider range of support services and health professionals.

How we assess and identify needs

Concerns can range from learning difficulties, language and communication difficulties, sensory impairment, medical problems to emotional, social and mental health issues.

Some children may be working below age expected levels in Literacy and Numeracy which would indicate extra support may be needed. Some children may have specific learning difficulties e.g. dyslexia. Children may also have low scores on standardized tests e.g. reading/spelling age. It is important to remember that slow progress and low attainment does not necessarily mean that a child has special educational needs. However, it may be an indicator of a range of learning difficulties or disabilities. Equally it should not be assumed that attainment in line with age expected levels means that there is no learning difficulty or disability

Information passed from a child's previous school may indicate that a child has a difficulty and support will need to be continued.

Reports received from e.g. doctors, educational psychologists, Special Needs teaching service, Speech and Language therapists may recommend specific support.

We always take into account information given by parents

We listen to concerns expressed by the child.

Teachers will fill in an Early Monitoring Form for any child they are worried about which will be discussed with parents and the Special Educational Needs Co-ordinator. Appropriate next steps for the child will be planned for and parents are actively encouraged to be involved in the decision making process.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

Arrangements for consulting and involving parents/carers and staff

Once it has been agreed that a child has additional needs, you will be informed and they will be placed on the Special Educational Needs Register under the category of SEN Support. They may receive extra support or intervention if this is felt appropriate. Your child will receive 3 reviews each year whilst they are on the SEN register. If they continue to make slow progress or have ongoing problems, then the school may ask for advice from outside agencies. A small number of children may go on to have an Education, Health and Care Plan (EHC) - these are for the most complex children that

have significant and ongoing needs. If a child has an EHC plan, then they will also have an additional annual review and the plan can stay with them up to the age of 25 if it is deemed necessary. These children will also receive a review in the October of Year 6 to discuss transition to an appropriate secondary school.

Arrangements for assessing and reviewing children's progress towards outcomes

Teachers make on-going assessments for all children lesson by lesson and over a series of lessons. This information informs planning. Children receiving interventions will have their progress tracked throughout the time they are receiving the support. For children on the SEN register, there will be three reviews over the year. They will be held each term during Parents Evening where you will be offered a longer appointment. This will give you a chance to meet with the class teacher and the SEN Co-ordinator. Your child's progress will be discussed (including any interventions they have received). However, at any point during your child's time at Granby, please feel free to ask your child's class teacher how your child is doing. All children will receive an end of year report that will inform you of your child's progress throughout the year.

What are our arrangements for supporting pupils moving between phases of education?

Transition into and within school-

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment so children feel familiar with the setting
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story

Transition arrangements are tailored to meet individual needs.

Transition to Secondary School-

The secondary school SENCO is invited to Annual Reviews and other review meetings so the new school is fully informed about the qualities and needs of the child. Additional transition arrangements are made at these reviews and can include extra visits.

What is our approach to teaching pupils with SEND and how do we evaluate the effectiveness of the provision?

Class teachers have responsibility for enabling all pupils to learn. To achieve this they:

- Plan appropriate work/activities for pupils
- Ensure support is available for all children (inclusive quality first teaching)
- Differentiate the curriculum to take account of different learning styles, interests, abilities
- Ensure that all children can be included in tasks/activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who need additional support or different support in order to make progress
- Set targets and discuss these with parents and pupils

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age (see Single Equality Scheme).

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

Teaching assistants have responsibility to support teachers in enabling all children to learn:

- Through quality first teaching, support the teachers in enabling all children to have full participation
- Enabling children with SEND to have access to an appropriate curriculum
- Encouraging and promoting independence
- Liaising with the class teacher
- Help to prepare resources and adapt materials
- Lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of school life

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their targets, but without developing a learned dependence on an adult.

Granby has a range of interventions available which are listed on a provision map. Intervention is additional to or different from the usual differentiated curriculum. It can take the form of:

- Using different learning materials in the classroom
- Making reasonable adjustments to the physical environment
- Support staff in the classroom
- A focused level of support in a small group
- Focussed work to be completed at home

Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher - who monitors progress towards the targets during the intervention - and by the SENCO who monitors overall progress after the intervention.

- Interventions are planned in blocks
- At the end of each block, children's progress towards their targets is assessed and recorded
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENCO monitors interventions to identify 'what works'.

What adaptations are made to the curriculum and the learning environment for pupils with SEND?

The school is on two levels. All stairs are highlighted. We have a room which includes a shower and there are disabled toilets. Where possible, changes are made to the environment/building that are necessary for children with additional needs.

At Granby we follow the National Curriculum 2014 in line with the school's policy of inclusion. Where pupils have special educational needs and/or disabilities, a graduated response is adopted. The school will (other than in exceptional cases) make full use of classroom and school resources before drawing on external support.

Our classrooms are inclusion-friendly and teachers are encouraged to teach in a way that supports children with a range of needs. We take advice from professionals in how to adapt our curriculum and learning environment for children with SEND. Being taught in the classroom enables them to access the full curriculum at their level through differentiation, supporting their learning alongside the class teacher and with the rest of the class, and by using a range of visual, tactile and concrete resources. Sometimes children benefit from individual and/or small group work to address specific skills to enable them to access the curriculum more fully. This happens outside of the classroom in one of our specialist teaching rooms where it is quieter and less distracting.

All children are encouraged to talk about how they feel about their learning and their progress and are encouraged to 'have a go' and to take charge of their own learning. The rest of the class are encouraged to be supportive to all by encouraging and helping each other to tackle tasks.

There is flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Expertise and training of staff

All teachers are trained to work with children with SEND. Some are very experienced but all have access to advice, information, resources and training to enable them to teach all children effectively. All of our staff given training in school on specific themes and access LA courses. Some of our TAs have expertise and training in other areas e.g. understanding and working with children with autism. All TAs work with children with SEND and disabilities.

Training is an ongoing process, it is constantly reviewed depending on pupil need. Interventions and training of staff include the following-

Autism, Mental Health, Team Teach, Behaviour Strategies, ADHD, Attachment and Trauma, Dyslexia, Speech, Language and Communication difficulties, Pastoral support, First Aid, Diabetes.

Who might be involved in supporting my child? How is professional expertise secured?

Granby is a mainstream school and we do not have a Designated Special Provision (DSP). All of the teachers in our school are teachers of children with special educational needs. Subsequently, Granby adopts a whole school approach involving all staff adhering to a model of quality first teaching. The staff of the school are committed to identifying and providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial to the policy in line with that of the Local Authority. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods only when specialist provision cannot be incorporated in any other way due to practical considerations for the child and the class as a whole.

The school's team of educational support staff support children's learning both in class as well as through specific intervention groups.

Teaching Assistants (TAs)

Our team of TAs work mainly within class supporting identified children. This enables us to offer small group support to those children with higher levels of need at School Support. Their work is carried out under the direction of the class teacher, SENCO and/or external agencies. Some TA's will work with children on a 1:1 basis if that child has received additional funding (Element 3) to meet their more complex needs.

Intervention groups include a wide range of intervention programmes including Funtime, social skills and language groups, school programmes for supporting reading, writing and maths development, handwriting programmes and fine and gross motor skills groups.

Teaching Assistants as Key Workers

Some TAs work predominately with children with EHC plans to support them in the classroom and through specific focused work. They plan with the class teacher and SENCO to support the child's targets and record their work. They also liaise with external agencies, where appropriate, and parents.

Support is tailored to suit the individual needs of the child as identified within their plan.

External Support Agencies and Teachers

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

- The school receives regular visits from the nominated Local Authority Education Welfare Officer and concerns about attendance or punctuality are followed up very quickly.
- The Educational Psychologist has a set amount of time which they can give to the school and they work with the SENCO to prioritise the children to be seen for observations and assessments each term to the best way forward in supporting these children.
- The school may seek advice from the council's specialist advisory teaching services for children with learning difficulties and autism spectrum disorder (Learning Communication and Interaction Team), language and communication difficulties (Speech and Language Therapy Team), behavioural, emotional and social difficulties (Social, Emotional and Mental Health Team), hearing impairment (Hearing Impaired Team), visual impairment (Visual Support Team), and early years difficulties (Early Years Support Team).

All of these agencies liaise with parents to explain their involvement with the children.

Links with Health Services, Educational Welfare Services and Voluntary Organisations

The School Nurse makes regular visits to school to carry out health assessments and is always at the end of the phone to offer advice and find out information whenever needed.

Referrals made to the Speech and Language Therapy Team may result in children being put on a waiting list for assessment. Following the assessment, the report is fed back to school with relevant information to help plan the way forward.

Social Services become involved if a referral is made to them with concerns about a child or they sometimes notify the school of concerns raised by another external agency.

The **Special Educational Needs and Disability Information, Advice and Support Service** (SENDIASS) is available to all parents of pupils with special educational needs. Parents of any pupil identified with SEND may contact them for independent support and advice.

Specialist advice and outside agencies

There are a variety of services and expertise that we can access:

NHS National Health Service -

- School Nurse
- SALT - Speech and Language Therapist
- GP
- Paediatrician
- CAMHS
- Health visitor
- Physiotherapist
- Occupational therapist
- Optician
- Dietician
- School nurse

Local Authority -

- SENDIASS
- EP - Educational Psychologist

Specialist needs teaching service-

- SEMH Team - Social Emotional and Mental Health Team
- LCI - Learning Communication and Interaction
- VS - Vision Support
- HS- Hearing Support
- EYST - Early Years Support Team

Other -

- The Laura Centre (bereavement)
- Children's Centres
- ADHD Solutions
- Memphis
- Social Care and Safeguarding

What expertise and training do staff have, in meeting pupils' SEND and supporting their families?

All teachers are trained to work with children with SEND. All have access to advice, information, resources and training to enable them to teach all children effectively. All of our staff given training in school on specific themes and access LA courses. Some of our TAs have expertise and training in other areas e.g. understanding and working with children with autism. All TAs work with children with SEN and disabilities.

How do we ensure equal access to activities for all of our pupils?

All children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

What support is available for improving pupils' emotional and social development?

If the child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers social skills interventions. These are delivered by trained TAs or teachers who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

How do we involve families with their child's additional education needs?

Parents are always welcomed into the school and are a highly valued group of people. We have good and informative relationships with all of our parents and recognise the value of parent's knowledge of their children and will seek to use that information in planning support for pupils.

If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress.

A formal written end of year report will be sent at the end of the summer term. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

You are encouraged to be fully involved with your child's educational provision, so that a collaborative problem solving approach can be implemented.

Class Teachers and/or SENCO will meet with you to discuss your child's progress and targets at parents' evenings and you will receive a detailed school report. Your child's progress is continually monitored by his/her class teacher and progress reviewed formally every half-term where a National Curriculum level will be given in reading, writing, numeracy and science. If your child is in Year 2 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P' levels.

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 are the results that are published nationally.

Children with Education, Health and Care plans/Statements and children at SEN Support will have a Pupil Profile which will be reviewed with your involvement three times a year, and new targets set. The progress of children with an EHC plan/Statement is formally reviewed at an Annual Review with all adults involved with the child's education.

Throughout all stages of support, as parents/carers, you are kept informed. The SENCO will contact you to discuss referrals to outside agencies, such as the Speech & Language Therapy, Educational Psychology etc. and your permission is always sought before any referral is made.

Please discuss any concerns that you may have about your child's progress initially with the Class Teacher, although you can also make an appointment to meet with the SENCO directly.

The **Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)** (website) is a useful place to visit for further information. Parents of any pupil identified with SEN may contact SENDIASS for independent support and advice.

What arrangements are in place for consulting pupils with SEND and involving them in their learning?

We encourage all pupils to be actively involved in their learning, and staff are committed to working in partnership with children and their families to set appropriate learning goals. We seek to ascertain the child's strengths, difficulties, preferred learning styles and aspirations. In addition to this, their progress and attainment is carefully tracked and next steps are agreed and shared regularly with parents at formal and informal meeting times.

The welfare of all our pupils is taken very seriously and support for this is as follows:

- The SENCO will oversee involvement of support and outside agencies where required to ensure a child's well-being.
- The school council ensures that **pupil's voices** /opinions are heard. Pupil voices form part of school's monitoring process.
- Staff are aware of the importance of a pupil's well-being and **concerns are recorded** and followed up by the senior leadership team.
- The school works closely with the area **Family Support Team** and if necessary families can receive intensive support with issues such as behaviour management, debt, housing issues.
- The school offers an **extensive extra-curricular programme** of activities both after school and during lunch time (may not be available during Covid-19 Pandemic).
- Access to **daily toast club for all pupils**, ensuring a healthy start to the day (may not be available during Covid-19 Pandemic).
- Access to **after school club** on site, ensuring safe child care for when parents are working.

How equipment and facilities to support children with SEND will be secured

Allocation of support and resources is needs led. Regular reviews of children's progress means that we know our children's needs well and are able to allocate resources as appropriate. The progress a child makes while accessing additional support is closely monitored to ensure that the support is effective and appropriate. If needed, further support or assessment is offered.

Complaints about SEND

Parents and carers of children with special educational needs are encouraged to discuss any problems or concerns with school. These should be raised initially with the pupil's class teacher. Most problems can be resolved in this way. If this does not happen, parents may raise concerns with the SENCO, followed by the head teacher. If

necessary parents may contact the governors and, if still dissatisfied, may take their concerns to the LA.

Suitable facilities for meetings can be arranged for parents with disabilities.