



SEN Information Report



Who are the best people to talk to about my child's difficulties with learning?

The SEN Governor Mrs Wright will:

- * Make sure that the necessary support is given for any child with SEND who attends the school.
- * Liaise with school SENCO, Head teacher and the Governing body.

The Class Teacher will:

- * Check on the progress of your child and identify, plan and deliver any additional help your child may need, this could be targeted work or additional support. Consult with the SENCO as necessary.
- * Write provision map targets or Individual Education Plans (IEPs), share and review these with pupils and parents or carers at least termly.
 - * Personalise teaching and learning for your child as identified on the school's provision map or their IEP.
 - * Ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any needs.

The Head teacher Miss Parker will:

- * Run the day-to-day management of all aspects of the school; including support for children with SEND.
- * Ensure that the Governing Body is kept up to date about issues relating to SEND.

The SENCO Miss Abbiss will:

- * Develop and review annually the school's SEND policy and SEND Information Report.
- * Co-ordinate all the support for children with SEND
- * Ensure that you and your child are: 1) involved in supporting your child's learning. 2) kept informed about the support your child is getting 3) involved in reviewing how they are doing. iii) involved in reviewing how they are doing.
- * Liaise with all other professionals who may come in to school to help support your child's learning.
- * Update the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and make sure that records of your child's progress and needs are kept.
- * Provide specialist support or training 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.



What are the different types of support available for children with SEND in our school?

Excellent Targeted Classroom 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 methods of teaching are in place, so that your child is fully involved in learning in class.
- * That specific strategies are in place to support your child to learn.
- * Your child's teacher will have carefully checked on their progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific Group Work or Interventions may be:

- * Delivered in the classroom or another area.
- * Delivered by a teacher or a trained teaching assistant (TA).
- * Specialist groups run by outside agencies, e.g. Speech and Language therapy.
- * Local Authority services: such as the Educational Psychologists, Occupational Therapy or Special Educational Needs Support Service.

What could happen?:

- * You may be asked to give your permission for the school to refer your child to a specialist professional. This will help us all to understand your child's particular needs better and be able to support them more effectively in school and at home.
- * The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual Support:

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

This is usually provided via 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 support or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through high quality class teaching and intervention groups.

If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you and your child in more detail.

We will:

- * Listen to any concerns you may have.
- * Plan any additional support your child or family may need.
- * Discuss, with you, any referrals to outside professionals and the advice given to support your child both at home and in school.

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



How is extra support allocated to children, and how do they progress in their learning?

The school budget, received from the Education Funding Agency, includes money for supporting children with SEND. The Governors, Head teacher and SENCO decide on the deployment of resources for Special Educational Needs and Disabilities on the basis of needs in the school. The Head teacher and the SENCO discuss all the information they have about SEND in the school including; the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected. From this information, they will decide what resources, training and support are required. The school identifies the needs of pupils on a provision map. This identifies all support given within each class and is reviewed at least termly; changes are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.



Which other services provide support for children with SEND in our school?

Local Authority provision delivered in our school:

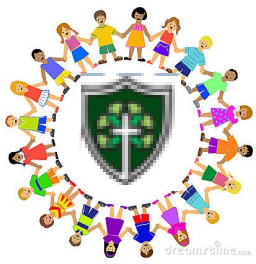
- * Educational Psychology Service
- * SaLT (Speech and Language Therapy)
- * SEND Family [Partnership Services](#); offers impartial support and advice for parents of children with SEND.
- * Autism Outreach Team (AOT)
- * Parent Support Services

Health Provision delivered in our school:

- * Child Adult Mental Health Service (CAMHS)
- * School Nurse
- * Optical Nurse - eye screening.
- * Occupational Therapy (OT)
- * Physiotherapy

The Head teacher and SENCO are responsible for ensuring that all staff are able to plan and deliver teaching that is appropriate for the needs of children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues, such as Autistic Spectrum Disorders or Dyslexia. Whilst individual members of staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class or may link with staff from other schools who have been recommended as excellent practitioners.

How does the school support teachers in teaching children with SEND?



How will teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class. This means that although the class may be working towards the same objective, tasks will be differentiated to suit the ability levels of all and will ensure that your child's needs are met.

- * Specific resources, strategies or interventions will be used to support your child individually or as part of a group.
- * Planning and teaching will be adapted or differentiated, on a daily basis if needed, to meet your child's learning needs. This will also include homework tasks.
- * Support staff and teaching staff may deliver small group or individual interventions including precision teaching approaches to meet your child's learning needs.

How will we measure your child's progress in school?

We have a robust system in school to monitor, assess and review the progress of all our children.

- * Your child's progress will be continually monitored by their class teacher. The class teacher will also ensure that progress in intervention groups is closely monitored through discussion with the teaching assistant and those specialist teachers who may deliver interventions for your child.
- * All children with SEND have their targets assessed and reviewed on at least a termly basis, this will then form the basis of future planning and targets for your child. This information is also shared with the Senior Management Team in pupil progress meetings.
- * At the end of each key stage (i.e. at the end of year 2), all children are required to be formally assessed using Standard Assessment Tests (SATs).
- * The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- * The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- * Regular book scrutinises and lesson observations will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.



What support do we have for you as a parent and your family?

We have an 'open door policy' at our school and you are welcome to come and speak to your child's class teacher, teaching assistant, the school SENCO or the Head teacher. We will always listen and do our best to support your child and family.

We can ensure that:

- * School staff are available to discuss your child's progress or any concerns you may have and to share information about what is working well at school and strategies you may try at home. Please let us know if you have strategies that may be useful in school.
- * The SENCO is available to meet with you 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 professional involved directly, or where this is not possible, in a report.
- * Targets and IEP's will be reviewed with you and your child's involvement every term.
- * A home-school book may be used to support communication with you when this has been agreed to be useful for you and your child.
- * An 'Early Help Assessment' can be put in place to ensure that all professionals involved with you and your child can come together to discuss your child's needs and create an action plan.
- * All families have information about and access to support from outside agencies and support groups.

- * The school is on a split-level with easy access ramps.
- * We have disabled toilet facilities in main school and in the nursery and year 4 buildings.
- * We ensure where ever possible that equipment used is accessible to all children.
- * We believe that all children are entitled to participate in extra-curricular activities and will make reasonable adjustments to support those with SEND.
- * Our breakfast and after-school provision is accessible to all children, including those with SEND.

How is our school accessible to children with SEND?



How will we support your child when joining our school, moving between classes or leaving our school?

If your child is joining us from another school:

- * The SENCO will visit your child's school to meet them and their class teacher.
- * Your child will be able to visit our school and stay for a 'taster session' to meet their new teacher and classmates.
- * If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- * A I-Page-Profile may also be used to help others understand your child and their needs.

If your child is moving to another school:

- * We will contact the school SENCO and ensure that they know about any special arrangements or support that need to be made for your child. Where possible, a transition meeting will take place with the SENCO from the new school which parents are encouraged to attend.
- * We will make sure that all records about your child are passed on as soon as possible.
- * If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- * A I-Page-Profile may also be used to help others understand your child and their needs.

When moving classes in school:

- * You and your child will be able to meet with their new class teacher and the SENCO to get to know each other and discuss your child's needs.
- * All children spend a session meeting their new teacher in their new classroom, further opportunities for children with SEND can easily be arranged.
- * If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- * A I-Page-Profile may also be used to help others understand your child and their needs.



How will we support your child's social and emotional needs?

We are sensitive to the fact that some children have emotional and social needs that need to be developed and nurtured. As a school we follow a structured PSHE (Personal, Social and Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- * Additional lunchtime support delivered by teaching assistants.
- * A buddy system as required to support children during playtimes.
- * Playtime and lunchtime support through play leaders from Codsall Middle School with planned group activities.
- * Class specific nurture groups.
- * Outreach support when appropriate through Child Adult Mental Health Service (CAMHS)
- * Family support in the home through the Local Support Team.
- * Support from an experienced and skilled school nurse.
- * Our after-school clubs are inclusive of all pupils whatever their need.

What can I do if I am unhappy with the support given to my child with SEND?

We do our best to ensure that all our children have the opportunity to flourish and achieve to the very best of their ability. Inevitably there may be times when, parents feel, we have simply not been able to do that. If you feel that things are not going as well as you had expected, you can:

- * Arrange to speak to your child's teacher, the SENCO or Head teacher.
- * Contact the Parent Partnership Service for support and advice.
- * Write a letter explaining your concerns to the Chair of Governors;

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