

## **SEN Information Report Sept 2017**

### **HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?**

At Sharps Copse Primary School children are identified as having SEN through a variety of ways including the following:-

- Liaison with Nursery and attached advisors or previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher
- Liaison with outside agencies such as Health and Speech.

### **HOW WILL I RAISE CONCERNS IF I NEED TO**

- Talk to us – firstly contact your child's class teacher or SENCO or Head teacher

### **HOW WILL SCHOOL SUPPORT MY CHILD?**

#### **WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?**

- Our SENCO oversees all support and progress of any child requiring additional support across the school academically, socially and emotionally.
- The class teacher and LSA will oversee, plan and work with each child with SEND in their class to ensure that expected progress is made.

#### **WHO WILL EXPLAIN THIS TO ME?**

- On a termly basis, as part of Parent's evening, teachers will meet parents to discuss their child's needs, support and progress.
- For further information the SENCo is available to discuss support in more detail.

#### **HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?**

- The SENCo reports to the Governors to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets regularly with the SENCo. They also report to the Governors to keep all informed.
- The Governors finance subcommittee discuss priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

#### **HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?**

#### **WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?**

- All work within class, quality first teaching, is pitched at an appropriate level so that all children are able to access according to their specific needs.
- Our differentiation moves with the child's changing needs.

- Provisions might be individualised , small group, partners or larger groups dependant on the identified need.

## **HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

### **WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?**

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- If your child has complex SEND they may have a TPA (Transition Partnership Agreement), SENSE, Statement of SEN, or EHCP, which means that a formal meeting will take place to discuss your child's progress and a report will be written.
- All children, on the SEN register's, progress is tracked, monitored and reviewed on individual pupil plans.

### **HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING**

- As a school we measure children's progress in learning against National expectations and age related expectations.
- The school works in partnership with outside agencies to support children with more complex needs. Parents will be involved and consulted in this process.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods including age related expectations, reading levels and personal and social skills.
- All children are regularly discussed at review or referral meetings. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- The pupil plan is an active document that changes to match the child's progress and needs.

### **WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?**

#### **WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL**

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self image is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

- The school also has a pastoral team, including a Home School Link and Parent Support Worker, an ELSA, Learning Mentors and nurture staff who work, under the direction of the SENCo, with vulnerable children and parents during the school day.

#### **HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?**

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Admin Staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

## **WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE**

- As a school we have a very positive approach to learning that is clearly linked to our values and is followed by all staff and pupils.
- We have high expectations that our children will make the right choices. These choices are linked closely to a comprehensive and appropriate rewards and sanctions system. As a result of our expectations our rate of exclusions is low.
- Attendance of every child is monitored on a daily basis. Lateness and absence are tracked, recorded and acted upon. Good attendance is actively encouraged and celebrated throughout the school. Families who are experiencing difficulties with lateness and absence are supported by a member of our team.

## **HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

- If your child has a TPA, SENSE, PEP, EHCP or Statement of SEN their views will be sought before any review meetings.
- Personal and social discussions within class.
- We have regular pupil voice times with children
- School reports contain a child's point of view section
- Our children always have a person on duty to talk to as well as adults at the start and end of days.

## **WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- Our SENCo is fully qualified and accredited.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, Educational Psychologists, paediatricians, speech & language therapists, occupational therapists, Outreach services from specialist schools, CAMHS and social services.
- We employ a private SALT

## **WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

- We have specialized pastoral care such as learning mentors, nurture staff, ELSA, life skills and FEIPS
- All staff have been trained in behaviour support.
- We have an HLTA trained in speech and language who is supported by a speech and language therapist.
- A number of teachers and LSAs are trained in maths intervention support.
- All of our LSAs have had training in delivering reading, spelling and phonics

## **HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will aim to provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised.

## **HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- The school site is wheelchair accessible with a toilet large enough to accommodate changing. We have several upstairs classrooms, this is taken into consideration when placing children with a disability, or with parents with a disability.
- We liaise with EMTAS (Ethnic minority and Traveller Achievement Service) who assist us in supporting our families with English as an additional language.

## **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting. When they start they will be welcomed into their new class and helped to form friendships. For children with SEND we liaise closely with their previous school. Nursery in order to meet their needs quickly.
- We write social stories with children if transition is potentially going to be difficult.
- An IPA document may be set up clearly identifying a child's specific needs for transition
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange educational visits. Additional transition is organised for children with more complex needs.
- In reception year we can plan a staged transition for children experiencing extreme difficulties
- Our feeder school (Havant Academy) has a transition week towards the end of the summer term. Children can also attend a summer school at the Academy and we recommend this for most of our SEND children.
- TPA documents are set up well in advance of transition to ensure a smooth and successful move for children with more specific needs.

- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

#### **HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?**

- Funding is allocated and matched to the children's educational and pastoral needs, this includes specialised provisions and support within class.

#### **HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?**

- The class teacher alongside the SENCo will discuss the child's needs and what support would be appropriate.
- Where appropriate a child will be discussed at a regular pastoral meeting to ensure provision matches the child's needs.

#### **HOW DO WE KNOW IF IT HAS HAD AN IMPACT?**

- The child is making progress academically against national/age expected levels and the gap is narrowing.
- A child who has experienced a barrier to learning is now making accelerated progress.
- Children with social and emotional needs have reached their expected outcomes.

#### **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet our SENCo or our Child and Family Support Worker/HSLW

#### **WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?**

- Contact the school Admin office to arrange a meeting to discuss how the school could meet your child's needs.