

Winster Church of England Primary School **Special Educational Needs and Disabilities** **School Information Report**

Created 15th October 2018

To be reviewed by: October 2020

Introduction

At our school we are committed to providing an excellent education for all children whatever their specific ability or need. We are supported by the LA (Local Authority) to ensure that all pupils, regardless of their specific needs, make the best possible progress.

Our school offer sets out the support and services which are available to children with special educational needs and disabilities at our school and how we will work with you to ensure your child receives the best possible education.

The needs of all pupils are met in the mainstream setting wherever possible.

What is the Local Offer?

- The Children and Families Bill was enacted in September 2014. From this date, Local Authorities and schools have been required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND). This is the 'Local Offer'.
- The intention of the Local Offer is to make clear the range of services available in the local area and improve choice for families.
- The Derbyshire Local Offer can be found at www.derbyshiresendlocaloffer.org

What is the School SEND Information Report?

- This uses the LA Local Offer and the school's own policies to set out the provision that our school is able to make to meet the needs of pupils with SEND.

How does the school know when children need extra help?

At Winster C of E Primary School the majority of children have their individual needs met through the excellent standard of teaching in our classrooms. We have high expectations that our children will achieve everything of which they are capable and we use a variety of teaching methods designed to meet the needs of all the learners in our classes. Sometimes children need some extra support beyond this and they are identified as having SEND (Special Educational Needs and Disabilities). This can happen at any time during their school career and in a variety of ways, usually a combination, which may include some of the following:

- Discussion with previous school or pre-school setting
- Child performing below 'age expected' levels
- Concerns raised by a parent
- Concerns raised by a teacher
- Discussion with external agencies e.g. for a physical/ sensory issue, speech and language

- Children with a Statement of SEND/ Education Health and Care Plan (EHCP) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

If we have a specific concern about your child we will request a meeting with you as soon as possible. If you have a concern you are always welcome to make an appointment to talk to the class teacher, the SENCO or the Head.

Who should I talk to if my child has, think they might have SEND?

The first port of call for any concern about a child is the class teacher They work most closely with your child and are always pleased to share any concerns you have because you know your child best.

Class teacher

The class teacher is responsible for:

- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need in liaison with the SENCO.
- Writing Individual Education Plans (IEPs), and sharing and reviewing these with parents.
- Ensuring that all staff working with your child are helped to deliver the planned programme. This may include outside professionals who come into school.
- Ensuring that the school's SEND Policy is followed in their classroom.

If your child has SEND you may also need to speak to:

The Special Educational Needs Coordinator (SENCO) Sharon Slack

The SENCO is responsible for:

- Coordinating all support for children with SEND and developing the school's SEND policy to ensure all children receive consistent, high quality support.
- Ensuring that you are kept informed of support your child is receiving, and involved in reviewing your child's learning and supporting learning at home.
- Updating the school's SEND register and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in school so they can help your child achieve the best possible progress.

Headteacher

The Headteacher is responsible for:

- The day to day management of all aspects of the school including the support for children with SEND.
- Overseeing the role of the SENCO and the classroom teacher in ensuring that your child's needs are met.
- Informing the governing body about any issues in the school relating to SEND.

SEN Governor

The SEN Governor is responsible for:

- Ensuring, through Headteacher delegation, that all teachers are aware of the importance of provision for pupils with SEND.
- Making sure that the necessary support is made for any child who attends the school with SEND.

The named Governor for SEND at Winster Church of England Primary School is Sheldon Davis

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

We offer various types of support for children with SEND. We place a great emphasis on excellent teaching within the classroom but also provide additional support depending on individual need.

Excellent targeted classroom teaching within the classroom (Quality First Teaching):

For your child this would mean:

- High expectations for your child and all pupils in the class
- Teaching based on continuing formative assessment, building on what your child already knows.
- A variety of teaching methods designed to meet the needs of all learners in the class
- Careful monitoring and assessment to track your child's progress as well any areas where they may need extra help.
- Specific strategies suggested by the SENCO or other professionals may be used within everyday classroom provision.

This type of support is available to any child who has gaps in their learning or is in need of extra support.

Specific group work within a smaller group of children:

For your child this may mean:

- Targeted small group work within the classroom supported by the class teacher.
- Targeted small group work within the classroom supported by a teaching assistant.
- Target small group work outside the classroom (withdrawal groups).

These groups may be taught by a variety of people including the SENCO, classroom teacher, teaching assistants or outside professionals.

This type of support is also available to any child who has gaps in their learning or is in need of extra support.

Specified Individual support:

If your child has been identified as needing a particularly high level of individual or small group support they may be referred to the local authority for more formal assessment. This may lead to your child being given an Education, Health and Care Plan (EHCP). This document is compiled in collaboration with you, the school and outside, specialist agencies and is designed to provide your child with the specific targeted support they need to make the best possible progress.

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 a Statement of SEND or 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 Statement or 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.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How is extra support allocated?

- The school budget includes money for supporting children with SEND. The Headteacher decides on the budget allocation in consultation with the school governors and on the basis of needs within school.
- In collaboration with the SENCO and class teachers, the Headteacher will decide what resources, training and support are needed. This is reviewed regularly and changes are made where necessary.

Who are the other people providing SEND support at Winsters?

The following professionals and agencies are available to provide support in school where it has been deemed necessary.

- Derbyshire Support Service for Special Education needs (SSSEN)
- School nurse
- Occupational therapy
- Speech and language therapy
- Physiotherapy
- Educational psychology
- Services for children with visual or hearing needs

The school will discuss the support and strategies we are using to support your child with you. We will also let you know who is working with them.

This type of support is specifically targeted at children who have particular needs which cannot be met through quality first teaching and intervention.

How are the teachers in school being helped to work with my child and what training do they have?

The school has a training plan for our teaching and support staff to continue to improve the teaching and learning for all children, including those with SEND.

As children with particular needs join our school we make sure that the staff who work with them attend any training sessions that will help us to give them the best possible provision.

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

- Class teachers continually monitor the progress of all the children in their class.
- Your child's progress is reviewed at least half termly against the attainment targets set out in the National Curriculum (years 1 to 6) or the Early Years Foundation Stage (reception).

- If your child is in Year 1 or above, but is not yet working towards the National Curriculum, a more sensitive assessment tool is used which will show smaller but significant steps of progress. These levels are called 'P levels'.
- At the end of each key stage (year 2 and year 6) all children are formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.
- The individual targets set for your child as part of their Individual Education Plan will be reviewed, with your involvement, at least twice yearly. A new plan will then be made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review. You will be invited to attend the annual review with all the adults involved with the child's education.

What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have. We understand the partnership with parent is crucial in order to share information about what is working well at home and 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.
- Individual Education Plans will be reviewed with your involvement at least twice a year.

How is Winster accessible to children with SEND?

All downstairs areas are accessible by wheelchair. There is a toilet with disabled facilities and space for a changing table. Due to the age and layout of our school building, some areas of our site are not accessible to all children with SEND. Despite the obvious constraints however, we aim to make our school as accessible as we can to all children and would make every effort to adapt our teaching areas to accommodate any child who came to the school with mobility difficulties.

- We ensure that equipment used in school is accessible to all our pupils.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND.

How will we support your child when they are leaving this school or moving on to another class?

We understand that moving between schools or classes can be a big step for all children including those with SEND. As a school we do all we can to make this transition as easy as possible for our children.

If your child is moving to another school:

- We will contact the school SENCO 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.
- If necessary we can make arrangements for your child to visit their new school on several occasions.

When moving classes in school:

- Information will be passed on to the new class teacher and a planning meeting will take place with the new teacher.

- All IEPs will be shared with the new teacher and the first set of targets will set in collaboration with you, the new teacher and the previous teacher.

What should I do if I am considering sending my child to your school?

Come and visit us! If you telephone the school you will probably speak to our Senior Business Assistant – Melanie Landless who will be pleased to send you extra information and arrange a meeting with the Headteacher, in the first instance. We look forward to welcoming you and your child into our friendly school family.