

Northern Saints Church of England (VA) Primary School

Parent Information

Special Educational Needs and Disabilities Information Report

2017-18

Introduction

All Sunderland Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

What is the Local Offer?

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

What is the Special Education Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

Northern Saints Church of England (VA) Primary School

Special Education Needs Information Report

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

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/Inclusion Manager) know as necessary.
- Writing Pupil Progress targets and sharing and reviewing these with parents at least once each term, whilst planning for the next term.
- * Providing Quality First Teaching for your child as identified on the school provision map and intervention plans.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- * Adapting the curriculum to meet your child's needs (SEE SEN POLICY)
- * Ensuring any specialist equipment required for your child is available or can be made available. (SEE SEN POLICY)
- * Reviewing your child's needs and making adaptations that may be additional and different to the existing curriculum/provision.
- * Recording your child's work in an appropriate way – for example, using Easispeak Microphones to retell a story or taking photographs of a planned fair test. (SEE SEN POLICY)

The SENDCo / Inclusion Manager – Miss Gabrielle Bulmer

Responsible for:

- 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) Involved in keeping you informed about the support your child is getting.
 - iii) Involved in reviewing how they are doing.

- 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 you child's progress and needs are kept.
- * The management of, and day-to-day teaching, in the Language Provision.
- 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.

The Headteacher – Mr Steve Williamson

Responsible for:

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

*The management of the SEND budget and funding that comes in to school for the commissioned Language Provision places.

- The Headteacher will give responsibility to the SENDCo/Inclusion Manager and class teachers, but is still responsible for ensuring that your child's needs are met.

- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

* Ensuring that the commissioned Language Provision is working within the Language Provision Guidelines set by the review team in 2010.

The SEND Governor

Responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEND.

* Ensuring that the Headteacher, the SENCo and teachers are meeting their statutory legal obligations.

School contact telephone number: 0191 553 5580

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

Class teacher input via excellent targeted classroom teaching (Quality First Teaching). 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.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- 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 or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

This may be an intervention which could be:

- Run in the classroom or outside the classroom.
- Run by a teacher or a Teaching Assistant (TA).

Specialist groups run by outside agencies e.g .Speech and Language Therapy

This means they have been identified by the SENDCo /Inclusion Manager/ class teacher as needing some extra specialist support in school from a professional outside the school. **(SEN Code of Practice 2014: School Support)** This may be from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need). It may be from outside agencies such as the Education Psychology Service (EPS) or from the Speech and Language Therapist.

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 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 lifelong.

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 particularly high level of individual or small group teaching or as needing additional resources in order to help them to learn.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups (“Including All Children” documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) or from outside agencies such as the Speech and Language Therapy (SALT) Service.

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. (SEE SEN POLICY)
- 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 Special Educational Needs 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 EHCP 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. There is a much stronger focus upon the outcomes of the plans for your child, rather than identifying hours of support.
- Additional adults may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How can I let the school know I am concerned about my child’s progress in school?

If you have concerns about your child’s progress you should speak to your child’s class teacher initially. If you continue to feel concerned that your child is not making progress, you may speak to the Phase Leader. If issues are still not resolved, then you may wish to contact the Special Education Needs/ Disabilities Coordinator (SENDCo).

The school SEND Governor can also be contacted for support.

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

If your child is identified as not making progress, the school will set up a meeting to discuss this with

you in more detail. If you are unavailable for a meeting, then the class teacher or phase leader may contact you via telephone. We will aim for the following outcomes:

- Listen to any concerns you may have.
- * Explain any concerns school may have.
- * Discuss strategies that work at home.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child's learning

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

The school budget, received from Sunderland LA, includes money for supporting children with SEND.

- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - Children getting extra support already
 - Children needing extra support
 - Children who have been identified as not making as much progress as would be expected and what resources/training and support is needed to help them.

Children's views will be sought informally; this may not always be possible with very young children / children with delayed development. The needs of pupils are planned into a set of Provision Maps so that the right training/resources can be identified.

Who are the other people providing services to children with SEND in this school?

School Provision

- Specialist Teaching Assistants / Teaching Assistants / Learning Support
- * Specialist Teachers with additional specialist qualifications
- After school clubs
- School clubs (including Outward Bound programmes)
- Attendance Officer
- *Seven Stories

Local Authority Provision delivered in school

- Autism Outreach Service

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- KS1 & KS2 Behaviour Intervention Team
- Language and Learning Team

* Language Provision with 10 commissioned places, funded by the Local Authority. (This provision is not open to children within the school UNLESS agreed by Language Provision staff and the Local Authority. The places are decided via a Language Provision Panel who identify children from across the Local Authority who will access the provision).

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS (Child and Adolescent Mental Health Service)

*Specialist Speech and Language Impairment Team (working into the Language Provision)

Additional Provision

*Parent Group – run by parents of SEN children in our school and by parents of SEN children in other schools. They offer support and advice for parents of children with Specific Language Impairments and associated difficulties.

<http://www.afasic.org.uk/2014/01/support-for-parents-and-carers-in-sunderland/>

How are the teachers in school helped to work with children with SEND and what training do they have?

The SENDCo'S job is to support the class teacher in planning for children with SEND. The schools also supports staff in other ways.

- The school provides in-house training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autistic Spectrum Disorder (ASD), Speech and Language difficulties/impairment, Sensory Integration Difficulties, Physical/Medical Needs, Dyspraxia, Dyslexia. (SEE SEN POLICY)

*The SENDCo and/or relevant staff provide practical workshops offering practical teaching ideas and the opportunity to peruse resources that support teachers in planning differentiation.

*Teachers have accessed basic training on the use specialist strategies such as Colourful Semantics by the staff in the Language Provision.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AoT) / Specialist Speech and Language Therapists.

* We have adults trained in using Makaton (a specialist signing system for children who find speech difficult)

* We have staff trained in the use of Fischer Family Trust Reading Intervention and Better Reading Partnerships.

* We have highly qualified teaching staff and support staff able to support other staff working with children with Speech, Language and Communication difficulties and Autistic Spectrum Disorder. We also have significant experience meeting the needs of children with Sensory Processing Difficulties.

How will the 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, 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.

*The SEND Policy outlines specific strategies we may use.

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 term in Reading, Writing and Maths.

*We maintain a 'Pupil Monitoring Sheet' for each child with additional needs. This allows us to keep an on-going record of any additional support that has been accessed or provided and the impact this had so that we can ensure we do not duplicate anything or miss anything.

* We use a tool called 'Classroom Monitor' that allows us to track specific groups of children who may need additional support.

* We observe children regularly to ensure we are making detailed judgements that fully support our assessments.

- If your child is in Year 1 or above, a more sensitive, specific assessment tool can be used, which shows their attainment in more detail.

- 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 may have additional personal targets which will be reviewed, and a future plan made.
- * We may use additional assessment tools (PIVATs) if we need to monitor your child's progress in more detailed steps.
- 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/health care.
- 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 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 SENDCo can arrange 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 person involved directly, or where this is not possible, in a report.
- Personal progress targets may be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- * We have a Parent Group for children with Speech and Language Impairment/Difficulties who we can signpost you to for support – Sunderland Afasic.

How is Northern Saints Church of England (VA) Primary School accessible to children with SEND?

The building is accessible via a number of entrances that can be made available according to need.

- * We have accessible changing and toilet facilities.
- * Trained staff to administer medication and other medical support.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- * We have staff trained in the use of Makaton to support children with communication difficulties.
- After school provision is accessible to all children including those with SEND.

- Extra curricular activities are accessible for children with SEND.

* We are host to one of three Local Authority Language Provisions with additionally trained staff on-hand to support staff in making their classrooms communication friendly.

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

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.

If your child is moving child 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 and in most cases, a planning meeting will take place between the past/new teacher. Targets will be shared with the new teacher and the new teacher will read, and add to, the Pupil Monitoring Sheet.
- If your child would be helped by a book to support them understand moving on then it will be made for them.
- * We usually hold a Transition Day where children will spend time with their new class teacher.

In Year 6:

- The SENDCO OR Phase Leader OR Class Teacher will discuss the specific needs of your child with the SENDCO / Form Tutor of their secondary school.
- Your child will complete focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible we encourage you and your child to visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

What Emotional and Social Development support do we have for a child with a SEND?

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 robust Safeguarding Policy in place, we follow National & LA Guidelines.
- We have a robust School Care and Discipline Policy in place.

- The Head Teacher, Deputy Head Teacher, Assistant Head Teacher and our Health and Well Being Co-ordinator, along with all staff, continually monitor the Emotional Health and Well Being of all our pupils.
- We are an Anti Bullying school.
- We have trained nurture staff for pupils who require extra support.
- We have a dedicated member of staff who co-ordinates our whole school Emotional Health and Well Being work, as appropriate.
- * We are investing in developing our Forest School to fully support the Health and Well Being of our pupils.
- * Our Whole School Worship policy and our Whole School Ethos and Values demonstrate our full commitment to ensuring our pupils are fully supported in their Emotional Health and Well Being. These are available to view on our website under the headings 'Faith In Action', 'Community Responsibility', 'Quality and Excellence', 'Attitudes for Success', 'Heritage Leads to Aspiration' and 'Health and Happiness'.

Further Reading/Information

www.autism.org.uk

www.afasic.org.uk (Janine Curd – Sunderland Afasic)

www.sensoryintegration.co.uk

www.nansen.org.uk

We thank you for taking the time to read our SEN Information Report and hope that you find it helpful.

There will be further information available on Sunderland's Local Authority website as further changes take place.

Ratified by Governing Body

03.07.17