



Springwell Village
Primary School

SEND Information Report

Question 1

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:

- Monitoring 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) know as necessary.
- Writing Personal Learning Plans (PLP), sharing them with parents as well as conducting reviews. Personalised teaching and learning as appropriate to your child's needs.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

The SENDCo – Mrs Barber

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating the support for children with special educational needs or disabilities (SEND)
- Working with the class teacher to ensure that you are:
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with outside agencies 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 and monitoring progress and attainment of your child in school.
- 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.
- Ensuring that advice and support are given by other professionals to meet the needs of your child.

Head Teacher – Miss Parrish

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – Mr Chris Lane

Responsible for:

- Making sure that the necessary support is given for any child with SEND.
- Monitor provision and report back to governors.
- Meet with the SENDCo on a regular basis.

School contact telephone number 0191 4157214

Question 2

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

a) Class teacher input via Quality First 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.
- 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

Intervention which may be:

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

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

SEN Code of Practice 2015: School Support (SS)

This means they have been identified by the SENDCo or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

Together for Children central services such as Education Psychology Service (EPS), the Autism Outreach Team or Sensory Service (for students with a hearing or visual need)

What could happen:

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 more clearly 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.

c) Specified Individual support

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

This is usually provided via an Educational 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.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from:

Together for Children central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need) or Speech and Language Therapy (SALT) service. Your child will need to have been assessed at above range 3, according to the SEND ranges guidance produced by Together for Children.

For your child this would mean:

- The school, parent or carer can request that Together for Children 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 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 EHC Plan will outline the number of hours of individual/small group support your child will receive from TfC and how the support should be used and what strategies must be put in place. It will also have long outcomes and short-term targets/steps.
- Additional support/resources for your child will be identified within the EHCP

Question 3

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 have concerns you may need to speak to phase leader.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs and Disabilities Coordinator (SENDCo).
- If not satisfied, the Head Teacher can also be contacted.
- The school SEND Governor can also be contacted for support.
- You may also wish to contact SENDIAS, who offer additional information, advice and support to parent and carers of children with SEND.

Question 4

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

If your child has identified needs, the school will set up a meeting to discuss them with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside agencies/professionals to support your child's learning

Question 5

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

The school budget, received from Together for Children, includes money for supporting children with SEND.

- The Head Teacher decides on the deployment of resources for SEND 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:
 - * Identifying and buying specific resources to meet the needs of an individual
 - * Making provision for children who have additional needs requiring targeted intervention and support
 - * Identifying and arranging bespoke training for staff
 - * Accessing support and advice from outside agencies
 - * Monitoring provision through the assess, plan, do, review approach

Question 6

Who are the other people providing services to children with SEND in Springwell Village Primary School?

School provision

- Teaching Assistants
- Breakfast club / After school club
- School clubs

Together for Children provision delivered in school

- Autism Outreach Team (AOT)
- Educational Psychology Service (EP)
- Speech and Language Team (SALT)
- Sensory Service for children with visual or hearing needs
- Special Educational Needs and Disabilities Information Advice and Support (SENDIASS)
- KS1 & KS2 Behaviour Support Services (BSS)
- Language and Learning Partnership (LLP)

Health Provision delivered in school

- School Nurse
- Children and Young People's Service (CYPS)
- Child and Adolescent Mental Health Service (CAHMS)

Question 7

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 school provides training and support to enable all staff to plan and deliver high quality differentiated activities to meet the needs of those with SEND.
- 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) service.

Question 8

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.

- Class Teachers differentiate plans to support the needs of your child. Support staff will have met with the class teacher prior to delivering the support.

- 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.

Question 9

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

Your child's progress is continually monitored by the class teacher.

- Progress is reviewed formally every term in Reading, Writing and Maths.
- A variety of assessment tools will be used to show the 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; results are published nationally. In Year 1 children are required to be formally assessed in phonics via the phonics screening.
- Children may have a personal learning plan which will be reviewed, and a future plan made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review, all adults involved with the child's education will be invited.
- The SENDCo will also check that your child is making appropriate progress

Question 10

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 is available by appointment 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.
- Personal learning plans are reviewed with your involvement, and new ones planned.
- Alternative support can be arranged if appropriate and agreed.

Question 11

How is Springwell Village Primary School accessible to children with SEND?

Modifications have been made to the building to ensure it is fit for purpose for all children in the form of:

- Ramps have been fitted for wheelchair access
- A specially adapted bathroom is provided with disabled access and grab rails
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.

- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Please refer to Accessibility Plan for more information.

Question 12

How will we support your child when he/she is 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. We liaise closely with appropriate agencies where relevant.

If your child is moving to another school:

- We will contact the school SENDCo and ensure they know 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.
- Meetings can be arranged with the new school you to discuss any concerns or worries you have.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. Support plans will be shared with the new teacher.
- If your child would be helped by a passport or one-page profile to support their moving on then it will be made for them.

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child may do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- Appointments can be arranged to meet the SENDCo of the transitioning school.

Question 13

What Emotional and Social Development support 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 Wellbeing of all our pupils is very important to us.

- We have a robust Safeguarding Policy in place; we follow National and Local Authority Guidelines.
- We have a robust Behaviour Policy and Anti-bullying policy in place.
- The Head Teacher, Deputy Head Teacher and all staff continually monitor the Emotional Health and wellbeing of all our pupils.
- We have members of staff who work with pupils on an individual basis to support their Emotional Health and Wellbeing, as appropriate and as detailed in their PLP.

Question 14

What are our admission arrangements for pupils with SEN or disabilities?

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children who have an EHCP and those on the school register for SEN. See the school admin policy for further information.