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Edgewood Primary and Nursery School : SEN Information Report Regulations

1. What kinds of special educational needs does the school/setting make provision for?
Edgewood Primary school is a mainstream school. We make provision for children with special educational needs. These include cognition learning needs such as dyslexia, physical and sensory needs such a cerebral palsy, communication needs such as ASD / Autism, and emotional behavioural needs. The examples given are purely illustrative. Please consult with us for any other needs not listed.
2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

A child will be considered to have individual needs where one or more of the following apply:

- a) The child has a disability that has a negative/ significant impact on their learning. This includes cognition and learning, behaviour and emotional wellbeing, sensory and physical development.
- b) The child has significant delays in progress, having had appropriate support at home and / school to support their needs.
- c) The school considers the child's progress to be vulnerable due to specific circumstances in their life.
- d) The child requires a health care plan.

If you think your child has special needs then you should consult with the school. We welcome your advice and information about your child and will arrange a meeting with you to share our experience of your child's needs. This may require the involvement of other agencies and we will seek your permission if, together we agree to ask other agencies for their assessment. These steps are planned with you.

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The effectiveness of provision is evaluated by class teachers, TAs and the SENCO. Class teachers will monitor their provision, making half termly plans for children with SEND. They may write an individual programme for a child with SEND. IEP's will be written through a consultation process that will involve all stakeholders. Children will be involved in this process to ensure that their point of view is considered and, where possible, targets match needs they have also identified and agree to work on.

TA's run interventions for SEND pupils who will benefit from this work. These are tracked to measure their success.

The SENCO will monitor interventions being used to address individual children's needs. Also, groups of need may be monitored to assess the impact of the school provision for dyslexic children / ASD children etc.

- b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

- **Staff** are able to give feedback to SENCO and HLTA's through training opportunities, on-going discussion, formal reviews of children's progress and IEP review meetings. Staff manage

progress data for all pupils. Teaching assistants are part of a network and meet to share approaches and identify training needs.

- **SEND Pupils** are able to give feedback through informal discussion about targets and progress. Pupil questionnaires are used up to three times / year as part of the IEP review process. **Pupil progress** will be monitored on a termly basis in line with the SEN Code of Practice.
- **Parents** are invited to give feedback at IEP reviews. Their comments are recorded on the IEP. We also have 2 formal parent / carer meetings each academic year. Informal discussion happens throughout the year.
- At parents evenings TAs run drop in sessions to show resources that could support your child's needs. They may also meet informally during the year to give ideas and resources you can use at home.

Child and parent surveys may also be used to assess impact of changes made to provision.

c. What is the school's approach to teaching pupils with special educational needs?

Needs are approached on an individual basis. Some children respond best to working within a whole class environment, others need a small group approach outside the classroom. In some cases individual support is needed. A balance of approaches is considered, based on the child's needs and taking into consideration appropriate use of the school budget. In all cases, good communication with the children and parents is maintained.

The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

d) How will the curriculum and learning be matched to my child/young person's needs?

Children with SEND may need a different pace of learning for specific aspects of their development. This will be assessed by staff and parents, with targets set to enable small steps of progress. In many cases, this can be delivered by the class teacher who will plan learning at a range of levels and will deliver this each session. Where more specific interventions are needed, small groups or individual learning sessions may take place alongside whole class learning. In some cases adaptations to building and specialist equipment may be needed to support access to learning. This will be coordinated by the SENCO.

e) How are decisions made about the type and amount of support my child/young person will receive?

Class teachers will assess each child's needs, including children with SEND. They will discuss additional support needs with their team so that TA support is deployed effectively. The SENCO may oversee aspects of this process and can offer advice. Where additional funding is in place more support may be available. This must be used in line with the funding criteria by which the funding allocation was made. Where a child has an Education, Health and Care plan, parents may have a role in funding support decision making.

f) How will my child/young person be included in activities outside the classroom, including school trips?

Every reasonable effort will be made to ensure that all children can access any curricular provision in or out of school. Needs are considered at the planning stage and where trips are involved, staff complete a rigour pre-visit report to consider any specific needs including those of children with SEND.

Where adaptations are not possible, alternative provision will be made with parents being consulted or informed.

g) What support will there be for my child/young person's overall well-being?

A pupil well-being is central to their success in school. Staff constantly monitor all pupils wellbeing and make adjustments and plans to address needs identified. Where more specific / complex needs arise staff may set targets, request support from our pastoral support staff or request involvement from an Educational Psychologist. In some cases, external agencies may become involved such as CAMHS. Any support from external agencies will only happen with your knowledge and agreement.

4. Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

Mr P.C Moss is our SENCo. Contact is by phoning / emailing the school office or pop in an request a meeting.

5. a) What training have staff supporting special educational needs had and what is planned?

Staff are trained with a wide range of approaches to support children with SEND. We have many staff with ASD / Autism training, dyslexia training, behaviour support management. TA's have training for a range of interventions and approaches to support cognition, physical and sensory, behaviour and communication needs. We have 1 pastoral support staff member with specific pastoral training including behaviour management and bereavement.

As a family of schools, we run training for newly qualified members of staff. Next year we plan to develop our training for managing children with communication needs in the early years.

b) What specialist services and expertise are available or accessed by the setting/school?

The school has access to education support services including specialist teachers, educational psychology and behaviour management advisers. Services outside of education are accessed including Speech and language therapy, CAMHS, paediatricians and specialist nursing teams. These are just a few of the agencies that support children. In some cases, Social care may be involved.

The following services will be involved as and when is necessary:

- Educational Psychology
- School Nurse
- Education Welfare Officer
- Speech and Language Therapy
- Occupational Therapy in conjunction with Physiotherapy
- School and Family Specialist Service (SFSS)
- Physical Disability Support Service
- Community Paediatrician
- Child and Family Services
- Social Care
- Health Staff at the Children's Centre at Nottingham City Hospital
- CAMHS

6. How will equipment and facilities to support pupils with special educational needs secured?

How accessible is the school/setting?

Adaptations to the building to support a child with SEND are accessed via Physical Disability Support Service at the request of the school for an assessment. Specialist equipment may be accessed via Physical Disability Support Service, again following assessment. The school allocates a resources budget for SEND.

The building is ground floor level only with wheel chair friendly access to all classes. No areas in school have steps, and access to the school from the road can be made via ramps as well as steps.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?

Consultation is a process of liaison between school and parents, and other agencies that may be involved with the child or family. This liaison happens both formally and informally.

Parents and staff will work together informally sharing information about needs, how days / weeks have been for the child etc. This will usually be before or after school as a quick chat face to face or by phone. Liaison each day is usually not required. Frequency will be determined by need. Some parents like to use a diary passed between home and school to share information. Parents and staff will develop these informal systems between them as part of their relationship with the child and their needs.

More formal systems are also in place. These include:

- Termly reviews of the child's needs and progress. This meeting is supported by either the school SENCo or specialist teaching assistants employed by the school. Other professionals may also be invited e.g health. Parents are invited by letter to attend the meeting. The meetings aim to share information, discuss ways forward and this will include using pupil targets. If Parents are unable to attend they will get a copy of these targets and an opportunity to talk with the class teacher at the standard parents evening.
- Where a child has a statement or Education Health Care plan, the school will hold an annual review which you will be invited to attend. This will run in similar ways to the reviews above, but will review the statement or Education Health Care plan. Any changes needed can then be suggested and submitted to the local authority so changes may be made.

8. What are the arrangements for consulting young people with SEN and involving them in their education? All pupils in school are encouraged to make choices about their learning. This is part of the learning process. As part of this process, all pupils have learning targets which are discussed and agreed with them. For pupils with SEND, targets are presented in a child friendly way using language/ pictures they understand and with rewards that they decide. The emphasis is on children deciding what they want to learn and helping establish small steps so that they soon get their reward and feel successful.

Prior to reviews pupils may take part in an informal conversation about their likes, dislikes, progress etc . These can be used in termly reviews so that the child's views are used in the process. On some occasions children will attend their review, if this will aid their progress. Staff and parents will agree this at the review.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

We welcome your concerns and encourage you to come and let us know earlier rather than later. You can chat to your child's teacher informally on picking up your child. That may be a quick and easy way forward. For more difficult concerns or complaints, a number of steps can be taken:

- Phone the office and request a meeting with the SENCo.
- See complaints procedure on school website.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

This role is designated by the Governing Body to the job descriptions of the SENCo, Pastoral Support Person and the designated person for social care matters (head teacher).

These 3 roles attend meetings run by health, social care, local authority support services and voluntary organisations and invite them to attend meetings in school. You will usually attend these meetings by written invitation e.g for a child's statement review. On rare occasions a professional meeting may take place with these organisations to which you would not be invited.

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

At meetings with you, we may provide information about services / organisations that you might like to contact. We may contact these on your behalf if you wish.

12. How will the school/setting prepare my child/young person to:

i) Join the school/setting?

We will meet with you in school prior to your child joining us. That will provide a chance to share information and agree how your child will start. If needed, a staggered start can be agreed to help familiarise your child with their new school. If your child's needs are very complex, it might be beneficial for a staff member to visit your child in your home so that we can establish a relationship with your child prior to school entry. This would only happen with your agreement and involvement.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

As children move on to a new school they may need additional visits so they get to know staff and buildings. This process will be discussed and agreed with you. Our staff will support the child on initial visits as they get to know designated staff who will be supporting them in their new school. Photos and school websites are frequently used to help explore the new school from the child's current school. Where possible, children are supported alongside other children who may also be moving. Also, you may wish to accompany some visit so you are familiar too. These arrangements are called a transition plan. The plan is written specifically for your child.

iii) Prepare for adulthood and independent living?

As we are a primary school, we are investing in children's future. We aim to teach children skills for their future. For SEND children, a programme specific to the child's need may be needed. This will develop over time. This means that the child's curriculum may be personalised.

13. Where can I access further information?

The following websites may support you :

www.edgewoodprimaryschool.co.uk/

<http://www.nottinghamshire.gov.uk/learning/schools/>

<http://www.nottinghamshire.gov.uk/learning/schools/special-educational-needs/>