

A GUIDE TO OUR PROVISION AT STANGROUND ST JOHN'S CHURCH OF ENGLAND PRIMARY SCHOOL

Identification of SEND at our School	
<i>How can I let the School know I am concerned about my child's progress?</i>	<p>If you have concerns about your child's progress you should initially speak to your child's class teacher.</p> <p>If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Inclusion Manager or Head Teacher.</p> <p>If you are still not happy you can speak to the School SEND Governor.</p>
<i>How is extra support allocated to children?</i>	<p>The School budget, received from Peterborough Local Authority, includes money for supporting children with SEND.</p> <p>The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the School governors, on the basis of needs in the School.</p> <p>The Head Teacher and the Inclusion Manager discuss all the information they have about SEND in the School, including:</p> <ul style="list-style-type: none">• The children getting extra support already• The children needing extra support• The children who have been identified as not making as much progress as would be expected <p>They will then decide what resources/training and support is needed.</p> <p>All resources/training and support are reviewed regularly and changes made as needed.</p>
<i>How is School accessible to children with SEND?</i>	<p>The building is accessible to children with physical disability via ramps. The school has only one floor and no internal stairs, with a disabled access toilet available.</p> <p>We ensure 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.</p> <p>If your child has a physical or sensory impairment you should contact the Inclusion Manager so that an assessment of accessibility specific to your child can be made.</p>

<p><i>How will School inform me if they have any concerns about my child's learning in School?</i></p>	<p>If your child is identified as not making progress the School will set up a meeting to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> • Listen to any concerns you may have too • Plan any additional support your child may receive • Discuss with you any referrals to outside professionals to support your child's learning
<p><i>How will teaching be adapted for my child with SEND?</i></p>	<p>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.</p> <p>Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.</p> <p>Specific resources/equipment and strategies will be used to support your child individually and in groups.</p> <p>Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.</p>
<p><i>How will we measure the progress of your child in School?</i></p>	<p>Your child's progress is continually monitored by his/her class teacher.</p> <p>His/her progress is reviewed formally every half term.</p> <p>At the end of each key stage (ie 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.</p> <p>Children with high need will have a co-ordinated plan, which will be reviewed with your involvement, every term and the plan for the next term made.</p> <p>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.</p> <p>The AHT Inclusion will also check that your child is making good progress within any individual work and in any group that they take part in.</p>

How will we support your child when moving school or 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 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

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. All class profiles and co-ordinated plans will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.
- If your child needs additional emotional support they will receive group or individual sessions, as appropriate with the Wellbeing Leader.

Year 6

- The Inclusion Manager will contact the SENCO of the secondary school and any outside agencies supporting your child. A transition plan will be made in consultation with all professionals and your child's needs and records will be shared with the secondary school in the spring term to enable careful transition.
- Your child will 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
- If your child needs lots of support to work through any anxiety they may have they will receive 1:1 or small group support from the wellbeing leader.

<p><i>What resources are available in School to support children with SEND?</i></p>	<p>School provide a variety of equipment to support children and aim to make these a part of the normal classroom environment and encourage children to independently access support equipment.</p> <p>We currently offer:</p> <ul style="list-style-type: none"> • Variety of pencil grips to support handwriting • Adapted rulers for children with coordination difficulties • Pop up screens to reduce visual stimulus and aid concentration. • Varsity of highly visual timers to support concentration. • Sensory equipment such as wiggle cushions, fiddle toys, discrete chew toys, sensory putty, balance equipment and weighted lap/ shoulder rests. • Access to laptops and iPads to support independent learning and recording. • Sound buttons and Dictaphones to enable children with literacy difficulties to work independently. • Intervention programme resources including: Write form the start (to support handwriting development), first class at number (a maths catch up program), better reading (reading catch up program), Beat dyslexia (a program to support children with literacy difficulties, not just children with a dyslexia diagnosis), and Dyslexia style. <p>Please note that School design interventions to match children’s needs and the above commercially available interventions may not always be used.</p>
<p><i>What services are available to children with a SEND in School?</i></p>	<p>Directly funded by the school:</p> <ul style="list-style-type: none"> • Wellbeing lead (previously known as Learning Mentor), providing emotional support including counselling from April 2015. • Inclusion manager to oversee all SEND provision • Educational Psychology services, we buy this service from the local authority or from private psychologists depending on the needs of your child and availability of professionals, this enables school to make sure children are seen quickly and by a high quality professional. All psychologists used in school are registered with the Health Professionals Council and the British Psychological society. • Sensory circuits, run by a trained Teaching assistant using specialist equipment.

	<p>Paid for centrally by Peterborough Local Authority but delivered in School:</p> <ul style="list-style-type: none">• Autism Outreach Service• Sensory Service for children with visual or hearing needs• Speech and Language Therapy (provided by Health but paid for by the Local Authority) <p>Provided and paid for by the Health Service (Peterborough NHS Trust) but delivered in School:</p> <ul style="list-style-type: none">• School Nurse• Occupational Therapy• Physiotherapy
<p><i>What support is available for children with SEND?</i></p>	<p>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching. For your child this would mean:</p> <ul style="list-style-type: none">• That the teacher has the highest possible expectations for your child and all pupils in their class• That all teaching is based on building on what your child already knows, can do and can understand• Different learning experiences and teaching methods are in place so that your child is fully involved in learning in class. This may involve things like using practical learning experiences, providing different ways of recording their work, visual aids etc• Specific strategies (which may be suggested by the SENCO or outside professionals) 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 gap in their understanding/learning and needs some extra support to help them make the best possible progress. This may be addressed through targeted teaching or specific small group work

All children in school should be getting this as a part of excellent classroom practice when needed. Many children will receive short programs of support to address gaps in their learning and this is not an indication that your child has special educational needs.

Specific group work with in a smaller group of children. This group, often called Intervention groups by schools, may be:

- Run in the classroom or outside
- Run by a teacher or most often a Teaching assistant who has had training to run these groups

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress
- A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies eg Speech and Language Therapy OR Occupational Therapy groups AND/OR Individual support for your child of less than 20 hours in school.

Individual Profile/Coordinated plan which means they have been identified by the class teacher/Inclusion Manager as needing some extra specialist support in School from a professional outside the School. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service

For your child this would mean:

- Your child will have been identified by the class teacher/Inclusion manager (or you will have raised your worries) as needing more specialists input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- 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, which may include:

Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better

Support to set better targets which will include their specific expertise

A group run by school staff under the guidance of the outside professional eg a social skills group

A group or individual work with outside professional

The school may suggest that your child needs some agreed individual support in School. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support for your child of more than 20 hours in school.

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 the class teacher/Inclusion Manager, as needing a particularly high level of individual or small group teaching (more than 20 hours a week) which cannot be provided from the budget available to the school.

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

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service

For your child this would mean:

- The school (or you) can request that the Local Authority 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. From September 2014 all new applications will be for the new ECHP, however existing statements of Special needs will continue and will be transferred onto the new ECHP in a phased 4 year plan. Please be assured if your child already has a statement of special needs their support will continue and will not be interrupted.
- After the school have sent in the request to the Local Authority (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 an ECHP. 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 support in a coordinated plan.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHCP. If this is not the case, they will ask the school to continue with the support in a school funded coordinated plan 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.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Children will not be allocated a specific adult and support will include working with the class teacher.

	<p>This type of support is available for children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more than 20 hours of support in school
<p><i>What support is available to parents/carers of a child with a SEND?</i></p>	<p>The class teacher is regularly 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.</p> <p>The Inclusion Manager is available to meet with you to discuss your child's progress or any concerns/worries you may have.</p> <p>The wellbeing Leader is available to meet with you to discuss your child's emotional support.</p> <p>All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.</p> <p>Your child's support is reviewed with your involvement each term.</p> <p>Homework will be adjusted as needed to your child's individual needs.</p> <p>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.</p>
<p><i>What training do staff have to support children with SEND?</i></p>	<p>The Inclusion Manager's role is to support the class teacher in planning for children with SEND.</p> <p>The School has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and Language difficulties.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class</p>

Who are the best people to talk to in School about my child's needs?

The Inclusion Manager - Mrs Clare Barham

Responsible for co-ordinating all the support for children with special educational needs or disabilities (SEND) and developing the School's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is receiving
- Involved in reviewing how they are doing and planning their next steps
- Liaising with all the other people who may be coming into School to help support your child's learning eg Speech and Language Therapy, Educational Psychology, school nurse, sensory support team etc
- Updating the School's SEND register (a system for ensuring all the SEND needs of pupils in this School are known) and making sure that there are complete records of your child's progress and needs
- Providing specialist support for teachers and support staff in the School so they can help children with SEND in the school achieve the best progress possible.

Wellbeing Leader - Mrs Leila Nightingale

Responsible for:

- Planning and delivering small group and individual support sessions for children with emotional, social and behavioural difficulties.
- Keeping parents informed of the work done with their child and their progress
- Advising staff on how to support children in class
- Maintaining complete records of children's progress and support given
- Liaising with outside agencies and supporting parents in accessing local services.

Class/subject teacher - (see 'Classes' on homepage of this website)

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 Inclusion Manager know as necessary
- Maintaining the class profile record, which records children's areas of need and daily classroom practice needed to support each child. This ensures support continues in the event of teacher absence and each child's content will be shared with parents
- Contributing to the writing of co-ordinated plans for pupils with particularly high need
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources
- Ensuring that the School's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

Head Teacher - Mrs Sally Williams

Responsible for:

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

SEN Governor

Responsible for:

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