

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

**Class/subject teacher** – Their role involves:

- ***Quality first teaching*** - checking on the progress of your child and identifying, planning and delivering a quality first (inclusive) teaching curriculum your child will need (this could include differentiated work or involve additional support)
- ***Completing an SEN concerns form*** - Where there are SEN concerns, the class teacher (in the first instance) will complete an SEN concerns form and at this stage will contact the parent/s to gain their views on their child's learning.
- ***Writing an IPM for identified child*** - Class teachers will then start an Individual Provision Map (IPM) for your child. This IPM will have specific targets that your child will work on through targeted support/interventions throughout each term. The IPM will be shared with you at the start of each term, discussed during your termly parent meeting and reviewed at the end of each term.
- ***Deployment of class TA*** - Deploying the teaching assistant that works within their classroom to support specific groups of children and deliver interventions to support the targets on individual children's IPMs
- ***Following the SEND code of practice*** - Ensuring that the school's SEND Policy is followed in their classroom for all the pupils they teach with any SEND.

**Mrs Helen Thorpe – Deputy Head / SENCo is responsible for:**

- Coordinating 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 parents are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into 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 all the SEND needs of pupils in this school are known) and making sure that there are 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.

- Ensure 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.

**Mrs Lisa Prior – Head Teacher is responsible for:**

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

**Mrs Debbie Williams - SEN Governor is responsible for:**

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

**What are the different types of support available for children with SEND at Greenfields Primary School?**

Class teacher input via excellent targeted classroom teaching also known as 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 based on building 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 SENCO or outside staff) 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 gaps in their understanding/learning and needs some extra support to help them make the best possible progress. All children in school should be getting this as a part of excellent classroom practice when needed.
- Specific group work with a smaller group of children. This group, often called Intervention groups by schools, may be

- Run either inside or outside of the classroom.

- Run by a teacher or teaching assistant who has had training to run these groups. This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

### **Stage of SEN Code of Practice:**

**SEN Support** - This means they have been identified by the class teacher as needing some extra specialist support in school from an outside professional and/or individual support.

Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist 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 Learning support advisory teacher. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively 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 personalised 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 e.g a social skills group;
- ◆ A group or individual work with an outside professional.

The school may suggest that your child needs some additional 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.

### **Complex / High level needs**

This is usually provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (usually more than 15 hours a week). It is likely that your child will also need specialist support in school from a professional outside the school. 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.

- 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 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 support package they have in place.

- 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 further support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the current SEN Support available through school.

- The EHC Plan will outline the support your child will receive from school and the LA and what strategies must be put in place. It will also have long and short term outcomes for your child.

- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups involving your child.

This type of support is available for children whose learning needs are:

- Severe, complex and/or lifelong
- Exceeding a cost of six thousand pounds per year

#### **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 are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or Headteacher. (Please speak to the office to make an appointment)
- If you are still not happy you can speak to the school SEND Governor.

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

If your child is then identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- 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.

#### **How is extra support allocated to children and how do they move between the different levels?**

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

- 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.
- The Head Teacher, Deputy Head /SENCO discuss all the information they have about SEND in the school, including:
  - 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. And decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes are made as needed.

### **Who are the other people providing services to children with SEN in this school?**

Outside agencies funded by the school:

- Woodlands Outreach

Learning Support Advisory teachers (LSA) Julie Saxby / Miriam Bristoll

Autistic Spectrum Disorder specialists (ASD) Helen Reidy

Behaviour Specialist Team (BST) Rachel Butterfield

- Spectra Autism Inclusion Service (Spectra) Val Jones
- Educational Psychologist (EP) Adele Thacker

Other agencies available to school:

- Speech and language Therapist (SALT) Sue Seals
- Sensory Inclusion Service (SIS) hearing/visually impaired
- Occupational Therapist (OT)
- Specific Speech and Language Impaired Children's team (SSLIC)
- Children and Mental Health Services (Bee U)
- Early help services

Adults leading specific intervention groups within school

- Dyslexia Friendly Groups / 1:1 support - Beat Dyslexia

- Sarah Millman – Nurture Group
- Fred Grimstead – DEXYs (fine and gross motor skills group)
- Peg to paper (1:1 daily fine motor skills programme)
- Fred Grimstead / Sam Yeomans – Woodlands (outdoor learning) group
- LK2 and UK2 – Plus 1 / Power of 2 (1:1 daily maths intervention programmes)
- LK2 and UK2 – Toe by toe (1:1 daily literacy intervention programme)
- Chris Gough – SNIP (Spelling intervention programme)
- Gwen Pugh – Speed up (Handwriting programme)
- Vicky Jones – Speech and Language intervention
- Debbie Williams – No worries / Friends for Life (Social and emotional groups)
- Debbie Williams – 1:1 mentoring
- Val McClure – Nurture Hub leader
- Nikki Coupland – Nurture Hub teacher

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

- The SENCo's job is to support the class teacher in planning for children with SEND.
- 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.
- The SENCo attends regular SENCo meetings to keep her knowledge and understanding up to date. The information at these meetings is then cascaded to other staff through professional development days and termly meetings.
- 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 ASD Outreach service.
- The SENCo also holds regular training sessions with all teaching assistants to ensure they are equipped with the knowledge to support each SEND pupil

Recent training from specialists include;

- ELKAN training (Speech and language)
- Specific speech and language support for identified children in the younger years (2 sessions)

- The Autism Spectrum and Anger
- Supporting needs related to the autism spectrum in EYFS
- How mindfulness can help support individuals on the autism spectrum
- Practical games and activities to promote thinking socially
- An introduction to the autism spectrum and support strategies
- Attachment training (levels 1, 2 and 3)

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. Work is differentiated to ensure that your child's needs are met.
- Specially trained support staff can adapt the teacher's planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and/or in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Recommendations from the specialist agencies involved in your child's development will be used by the class teacher when planning work.

**How will the progress of your child be measured in school?**

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally against the National Curriculum every term.
- Progress tests are completed each term
  - 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 requiring SEN Support will have an Individual Provision Map, including targets, which will be reviewed with your involvement every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. All the children in intervention groups are assessed before and after the input (for longer programmes mid assessments will take place) to ensure progress has been made.

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

- 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.
- 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 with the person involved directly, or where this is not possible, in a report.
- Individual Provision Maps will be reviewed with your involvement each term.
- Homework will be adjusted as needed in order to meet your child's individual needs.
- A home/school link book may be used to support communication with you, when this has been agreed to be useful for you and your child.

### **How is Greenfields Primary School accessible to children with SEND?**

- The whole building is accessible to children with a physical disability via ramps on the main doors. School has a disabled toilet situated in the middle of the school.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Before and after school provision (Tree house) 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 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 needs 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 if necessary an additional planning meeting will take place with the new teacher.

If your child is identified as requiring any further support with transition, this will be discussed and agreed at that meeting.

SEN meetings take place at the start of each year between the class teacher, class TA and SENCo



- In Year 6:

The SENCO from the relevant secondary school is invited to attend Annual Reviews/parent meetings for children with EHC Plans who are due to transfer the following year.

The SENCO from the secondary school is invited to come into Greenfields Primary School in the Summer Term in order to discuss the needs of individual pupils so that support may be in place from the beginning of Key Stage 3.

If it is deemed necessary, your child will be included in one or more additional visits to their Secondary school prior to the usual transition days.

If appropriate, Greenfields Primary School will organise for transition groups to run in order to prepare children for secondary school in areas such as timetabling, social integration etc. These small groups will either be run by trained TA's in school or by a particular outside agency.