

# **SEND Approaches and Information**

## **2016-17 Academic Year**

1. What kinds of special educational needs does the school/setting make provision for?

Cognition and Learning needs

Communication and Interaction needs

Sensory, physical and/or medical needs

Anxiety related needs

Behavioural, Emotional and Social needs.

2. (For mainstream schools & maintained nurseries only) 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?

Pupils have special education needs if they have a learning need that calls for special education provision to be made. Pupils have a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of children of the same age

Have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Education Authority

Is under compulsory school age and falls within the definitions above or would do so if special educational provision was not made for them

Receive additional input because they have exceptional ability in any area

Pupils must not be regarded as having a learning difficulty solely because of language or the form of language of their home is different from the language in which they will be taught.

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

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

The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress. These actions might include:

- Use of different teaching and learning styles.
- Group support, including using interventions.
- Suggestions of personalised work for teacher/TA to use with the pupil.
- Provision of alternative learning materials/special equipment.
- Access to LA support services for advice on strategies, equipment or staff training.
- Further staff development or /training to undertake more effective strategies.

These interventions will be recorded and monitored through the use of the schools tracking system and provision maps.

It is important to see the impact of the intervention, to evaluate its effectiveness and to question why if it does not move the pupils forward.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

The schools data for all children is monitored termly by the class teacher; any concerns are shared with the SENCO and Senior Leadership Team. Strategic meetings with the class teachers and support staff take place to discuss and implement relevant intervention/support for those individuals or groups of children who are not meeting expectations. Weekly phase meetings allow staff to raise early concerns to the SENCO.

Provision mapping is updated termly to reflect the above so that all staff are aware of the priorities for these children. Parents can meet termly with the class teacher and SENCO to discuss and identify priorities for their children.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and Headteacher/SEN governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

3.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?

Children who have an Individual Educational plan will be invited to meet in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support based on the pupil's progress and development. Any necessary amendments will be made in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Advice and support on how parents can help children at home is available at any time via class teachers, the SENCO or the Wider Learning Mentor within school.

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

We provide quality first teaching where the needs of the child are met, wherever possible, within the classroom setting. Specific learning needs e.g. Dyslexia, visual/hearing impairments, ADHD, and developmental co-ordination difficulty etc. are catered for on an individual basis and are adapted to meet the needs of individual children.

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

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, to meet the needs of the individual in line with the wishes of their parents wherever possible.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Quality first teaching and clear differentiation is the key. Children's areas of need are identified and work is planned to address their needs

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

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of 16 primary schools and 2 secondary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Children are monitored carefully in the school and if they are displaying significant difficulties that are impacting on their education then the class teacher initially has a meeting with the SENCO. In the first instance they look together at the current provision and environment in order to identify adjustments that can be made. After a graduated response has been considered, including consultation with parents, a support package is arranged. This may include support in the classroom, a referral to Springboard or an application for additional funding.

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

Priory C of E Primary School is an inclusive school, where no child is prevented from taking part in the full life of the school. Where necessary following teacher/parent discussions additional support or adjustments can be put in place to attend clubs, competitions and school trips etc.

Child specific risk assessments are included, where appropriate, within a school visit risk assessment and personnel at the visit site are made aware of any children with additional needs.

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

Every child's well-being is our priority at Priory. All children with additional needs are allocated a staff buddy, and are supported to access the highly skilled and trained pastoral care team. Should a higher level of support be required then parents and the child (if appropriate) are involved the discussion. We are able to offer a specialist counselling service 'Think Children' and make referrals to others.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs coordinator (SENCO) and what are their contact details.

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01909 478886

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

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the needs of the children and staff. Recent staff training has included:

- Working memory
- Precision teaching
- Graduated Behaviour Response
- ASD in the Classroom and Playground
- Managing Aggression and Potential Aggression (MAPA)
- Handling Children with Disabilities

The Worksop Family of Schools works collaboratively to provide training opportunities for local schools, which includes training on dealing with challenging behaviour. The next academic year has training planned for:

- Epilepsy awareness
- Lego Therapy
- Dyscalculia
- Attachment
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5.b) What specialist services and expertise are available or accessed by the setting/school?

School and Family Support Service

Educational Psychologists

Speech Therapists

Physiotherapists

NHS Health Visitors / School Nursing Team

Visual Impairment services

Occupational Health services

Hearing Impairment Services

Social Services

## Children's Centres

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

A referral to the Physical Disability Service can be made for any equipment that the child may need whilst in school, such as plinths, walking aids, personal care requirements etc. The service also provides training for staff and support in writing health care plans, risk assessments and intimate care plans amongst other types of paperwork as required.

A referral for inclusive technology can also be made if the school feels that they cannot meet the needs of the child with the technology already available in school.

The school has a range of specialist SEN facilities in place. These are:

- Dyslexic Friendly (Quality Mark)
- Wheelchair access
- Increased access to the curriculum and assistance during examinations
- Highly qualified staff
- High level of TA support

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?

Priory C of E Primary School believes that a close working relationship with parents is vital in order to ensure early and accurate identification and assessment of SEN. This is to ensure the correct intervention and provision is in place to continue to develop both social and academic progress of children with SEN and ensure personal and academic targets are set and met effectively.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews, and reports at the end of each term.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional support needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

The children consult on setting their targets and identifying their own areas of need (as they get older). They also attend meetings if they wish to do so. The views of the child are always sort when preparing for a review with parents and other agencies.

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

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Class Teacher, SENCO, or Senior Leadership Team. Advice can be given on the formal procedures for complaint

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

Priory C of E Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Schools and Families Support Services
- Education Psychology Service
- Behaviour Support Service
- Speech and Language Service
- NHS School nursing Team
- Specialist Outreach Services
- Family Service
- Social Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

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

The school works with a number of organisations linked to the Children's Centres. The head teacher, Mr Abbott meets regularly with area support teams.

The SENCO meets regularly with the Wider Learning Mentor and multi agency support staff to update and discuss support and provision within the local area. This is also raised in IEP meetings. The SENCO shares this knowledge with parents directly via personal leaflets and discussions.

Alternatively parents can access Nottinghamshire's local offer website which contains information about services available to families. This can be found at:

<http://nottinghamshire.sendlocaloffer.org.uk>

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

i) Join the school/setting?

Extra visits to familiarise with the setting and staff can be arranged. Discussions with previous settings and parents to collect a clear picture of the children's needs. Transition books/pictures/videos can be arranged so that the children can continue to familiarise themselves at home and share with key family members.

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

Transitions visits to new classroom, meetings with new class teacher. Meetings between key staff, parents and SENCO to discuss needs and provision that needs to be made.

Secondary school transition comprises of an extended for the child which can take place over a number of months depending on how complex the child's needs are. Staff at the chosen Secondary school may visit the child at school and will attend all review meetings leading up to transition.

13. Where can I access further information?

Either contact the Headteacher or SENCO/Inclusion Leader on 01909 478886 or go to [www.worksoppriory.org.uk](http://www.worksoppriory.org.uk)