

## **SEND Policy**

### **Approach to SEND**

Heathbrook Primary School is committed to providing an appropriate and high quality education to all the children living in the local area. We believe that all children, including those identified as having special educational needs, medical conditions and disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Heathbrook Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, medical condition, attainment and background. We pay particular attention to the provision for, and the achievement of, of all learners.

The SEN report outlines the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical issues, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Heathbrook Primary School has a named SENCO (see SEND report P.3) and a named Governor (see SEND report P.5) responsible for SEND. They ensure that the Heathbrook Special Educational Needs & Disability policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Our school commitment to knowing each child helps us to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to respond to the four areas of need identified in the new Code of Practice (2014)

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

## **Aims and objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents'/carers' and pupils' views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies including health professionals

## **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, medical conditions, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all so that all pupils are prepared for full participation in a multi-ethnic society. We understand that the identification and assessment of the special educational needs of children whose first language is not English requires particular care.

We measure and assess the provision and its impact regularly through Caring Team meetings to ensure all children have equal access to succeeding at school.

### **Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experience
- need a range of different access arrangements for assessments

### **Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

## **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities outlined in the SEND report.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established

during the child's pre-school years. If the child already has an identified special educational need or medical condition, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to parents and form the basis for planning the next steps of the child's learning
- Use the assessment processes to identify the need for the involvement of outside agencies.

Policy Adopted by Governors: November 2017

Policy Last Reviewed: November 2017

Policy Due for Review: November 2018

# Special Educational Needs and Disability (SEND)

## Information Report: Children with SEND

Heathbrook is a two-form entry school with classes from Nursery through to Year 6 and Children's Centre for 0-5s.

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The school will meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

The information that follows details the offer within the school **and ways in which parents, children and young people may access the support required.**

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:**

Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs/Disability (SEND)?

And how can I talk to them about my child if I need to?

School based person:	Summary of Responsibilities
<p><b>Class teacher (including nursery)</b></p> <p>(recommended as the first point of contact if you have any concerns)</p>	<p><b>S/he is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child’s individual needs (also known as personalisation or differentiation).</li> <li>• 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, adapting resources etc.) and discussing the requirement for extra identification of need or support with the Caring team or SENCO as necessary.</li> <li>• Writing Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP), for children with additional learning needs. These are shared and reviewed with parents at least once each term and planned for the next term.</li> <li>• Making sure that all members of staff working with your child in school are aware of your child’s individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.</li> <li>• Making sure that all staff working with your child in school are supported in delivering any 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.</li> <li>• Making sure that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</li> </ul> <p><i><b>Contacted by:</b> speaking to them at the beginning or end of a school day to arrange an appointment, by email or telephoning the school.</i></p>

School based person:	Summary of Responsibilities
<p><b>Assistant Head/Inclusion Manager: Frances Greenburgh</b>  <a href="mailto:admin@heathbrook.lam">admin@heathbrook.lam</a>  <a href="http://beth.sch.uk">beth.sch.uk</a></p>	<p><b>S/he is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Overseeing the provision of SEND within the school and planning strategic systems to ensure the diagnosis of SEND and provision of necessary support is fair and resourced.</li> <li>• Leads the Caring teams who pool their expertise to allocate and manage the additional interventions and any diagnostic assessments required</li> </ul> <p><b>Contacted by:</b> asking the class teacher to arrange for them to contact you, or by telephoning the school to make an appointment</p>
<p><b>The Special Educational Needs Co-Ordinator (SENCO): Lucy Jordan</b>  <a href="mailto:admin@heathbrook.lam">admin@heathbrook.lam</a>  <a href="http://beth.sch.uk">beth.sch.uk</a></p>	<p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• Coordinating all the support for children with Special Educational Needs and 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.</li> <li>• Making sure that you are: <ul style="list-style-type: none"> <li>• Involved in supporting your child's learning</li> <li>• Kept informed about the support your child is receiving</li> <li>• Involved in reviewing how they are progressing</li> <li>• Involved planning your child's support.</li> </ul> </li> <li>• 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, Kids' Company</li> <li>• Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are records of your child's progress and needs.</li> <li>• Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential.</li> <li>• Supporting your child's class teacher to write Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP) that specify the targets set for your child to achieve.</li> <li>• Preparing an Education, Health and Care Plan where needed.</li> <li>• Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.</li> </ul> <p><b>Contacted by:</b> asking the class teacher to arrange for them to contact you, or by telephoning the school to make an appointment.</p>

<b>School based person:</b>	<b>Summary of Responsibilities</b>
<b>Children’s Centre Outreach worker:</b> <b>Yve Humphreys</b> <a href="mailto:admin@heathbrook.lam">admin@heathbrook.lam</a> <a href="http://beth.sch.uk">beth.sch.uk</a>	<b>S/he is responsible for:</b> <ul style="list-style-type: none"> <li>• Making links with parents and supporting them to develop their parenting skills</li> <li>• Coordinating special needs support groups for parents and children</li> <li>• 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,</li> <li>• Preparing an Education, Health and Care Plan where needed</li> </ul>
<b>Learning Support Assistant (LSA), TA or Early Years Educator (in EYFS) may be allocated to some pupils with SEN and or disabilities, or may be specialist in a particular type of support or intervention.</b>	<b>S/he is responsible for:</b> <ul style="list-style-type: none"> <li>• A Learning Support Assistant (LSA) may be allocated to work with a pupil with special educational needs and/or disabilities, or may provide specialist support in a particular area, for example literacy. Whilst they take a very valuable role in your child’s education we would prefer that questions regarding your child’s learning and progress are directed to the staff members named above. The class teacher and SENCO are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and interventions.</li> <li>• A child may receive support from a number of adults, and a conversation with the class teacher or SENCO will give you a fuller picture than may be obtained from a single supporting adult.</li> <li>• Of course, as a school we welcome regular dialogue between parents and all staff on how a child’s day has been and we do actively encourage this continued feedback.</li> </ul>
<b>Headteacher: Ben Roberts</b> <a href="mailto:admin@heathbrook.lam">admin@heathbrook.lam</a> <a href="http://beth.sch.uk">beth.sch.uk</a>	<b>He is responsible for:</b> <ul style="list-style-type: none"> <li>• The day-to-day management of all aspects of the school, this includes the support for children with SEND. S/he delegates responsibility to the Inclusion Manager, SENCO and class/subject teachers but is still responsible for ensuring that your child’s needs are met and that they make the best possible progress.</li> <li>• S/he must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND.</li> </ul> <p><b>Contacted by:</b> a personal request made before school in the playground or telephoning the school for an appointment.</p>
<b>SEND Governor:</b> <b>Alex Skinner</b> <a href="mailto:admin@heathbrook.lam">admin@heathbrook.lam</a> <a href="http://beth.sch.uk">beth.sch.uk</a>	<b>S/he is responsible for:</b> <ul style="list-style-type: none"> <li>• Making sure that the school has an up to date SEND Policy</li> <li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all</li> </ul>

School based person:	Summary of Responsibilities
	<p>children in the school</p> <ul style="list-style-type: none"> <li>• Making sure that the school's SEND funding is appropriately spent.</li> <li>• Making sure that the necessary support is made for any child who attends the school who has SEND and/or disabilities.</li> <li>• Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.</li> </ul> <p><b>Contacted by:</b> <i>writing to the SEND Governor via the school office.</i></p>



## HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

What are the different types of support available for all children, children with SEN and /or disabilities in this school?

Type of support provided (by whom)	What would this mean for your child?	Who can get this kind of support?
<p><b>Classroom teaching (Wave 1 support)</b> provided by your child's class teacher and other adults working with the class</p>	<ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for your child and all pupils in their class.</li> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</li> <li>• Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. This may include support from a Learning Assistant or support teacher, as part of a group or following a one-to-one programme (eg wordshark, toe-by-toe) to help with a particular difficulty,</li> </ul>	<p>All children in school receive this – including those with specific learning difficulties such as dyslexia, dyspraxia, speech and language difficulties, and milder forms of physical/sensory impairment. It may also include pupils with milder emotional and behavioural difficulties and/or pupils on the autistic spectrum.</p>
<p><b>Additional targeted SEND support (Wave 2 support)</b> provided via specific small group work which may be run in</p>	<ul style="list-style-type: none"> <li>• Your child's teacher will have carefully checked on your child's progress and, with support from the Caring Team, will have decided that your child is not making expected progress in their learning, physical development or social</li> </ul>	<p>Any child who has specific gaps in their understanding of an area of learning where insufficient progress is</p>

<b>Type of support provided (by whom)</b>	<b>What would this mean for your child?</b>	<b>Who can get this kind of support?</b>
<p>the classroom or outside, and can be provided by school or outside agencies e.g. speech and language therapist, ASD outreach team.</p>	<p>communication.</p> <ul style="list-style-type: none"> <li>• You will be informed and be a partner in planning and reviewing additional support or interventions.</li> <li>• The class teacher will plan, with the SENCO, interventions to support your child's learning. These interventions will have clear targets to help your child make more progress.</li> <li>• Interventions may include small group work or individual sessions on a specific theme.</li> <li>• Where small group sessions are put in place they will be run by a Teaching Assistant/Early Years Educator/specialist teacher or an outside professional (like a Speech and Language Therapist)</li> </ul>	<p>achieved in spite of support given in Wave 1 above.</p>
<p><b>Support provided through an SEND support plan (Wave 3 support).</b></p>	<ul style="list-style-type: none"> <li>• If your child continues not to make expected progress in their learning, physical development or social communication (as demonstrated by their progress on the appropriate Lambeth SEND assessment profiles) then an SEND support plan will be put in place in discussion with you at parent partnership meetings.</li> <li>• At this point you will be involved in discussions and decisions, and given opportunities to discuss your child's progress and help plan possible ways forward.</li> <li>• Where specialist professionals work with your child to understand their needs and make recommendations, they may: <ul style="list-style-type: none"> <li>○ suggest 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</li> <li>○ help set targets</li> <li>○ include your child in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support.</li> </ul> </li> <li>• You will be involved in decisions about how the support will be used.</li> </ul>	<p>Any child who has not made expected progress in their learning including: pupils with mild and moderate learning difficulties. It also might include children with severe forms of physical/sensory impairment, emotional and behavioural difficulties and/or pupils on the autistic spectrum.</p>

Type of support provided (by whom)	What would this mean for your child?	Who can get this kind of support?
<p><b>Support provided through an Education, Health and Care Plan (EHCP).</b> This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group support which cannot be provided from the resources already delegated to the school.</p>	<ul style="list-style-type: none"> <li>• If it is felt that your child needs further or more specialist input, the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, on the Lambeth web site at: <a href="http://www.lambeth.gov.uk/schools-and-education">http://www.lambeth.gov.uk/schools-and-education</a></li> <li>• This is done in full partnership with you and 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), the LA will decide whether they think your child's needs (as described in the paperwork provided), are sufficient to need a statutory assessment.</li> <li>• If this is the case they will ask you and all professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they will be met and the long and short term outcomes that are being sought. If they do not think your child needs this, they will ask the school to continue with the SEND Support in School and provide further support to you and the school to ensure your child's needs are met.</li> <li>• After the reports have all been sent in, an EHC Plan to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan.</li> <li>• The school must make its best endeavours to put in place the support identified in the plan.</li> <li>• The progress your child makes with the support identified will be regularly reviewed and targets changed accordingly.</li> </ul>	<p>Children who are experiencing severe, complex and long-term difficulties. These are pupils with severe learning difficulties, profound and multiple learning difficulties, severe sensory impairment, severe physical disabilities, severe behavioural, emotional and social difficulties, severe language and communication delays/disorders, including severe autism and complex needs across more than one category.</p>

### **How will we support your child with identified SEND starting at school or Nursery?**

- If your child has been allocated a place in our school by the local authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will invite you to visit the school with your child to have a look around and speak to key staff who will work with you and your child while they are in the school.
- If other professionals are involved, a multi-disciplinary meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- Key staff may make a home visit and also visit your child if they are attending another provision or school; this will automatically happen if your child is starting in the school Foundation Stage 1 class (nursery class) or is new to the school and starting in our Foundation Stage 2 class (Reception)
- We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you at the meeting
- If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.
- Following the settling in period, the class teacher will arrange an early meeting with you to review your child's learning and progress.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

### **How can I let the school know I am concerned about my child's progress in school?**

- If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the Team Leader or SENCO.
- If you are still not happy you can speak to the Headteacher or school SEN Governor.

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

- The teacher will discuss your child's progress with you at our termly parents' evenings when you will be informed of your child's progress, any additional support being given and current targets.
- The school also have regular meetings to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with learning support assistants) in order to support their progress in learning.
- Additional need may be identified through regular monitoring of data and various baselines, for example: nursery baseline assessment, Bury Infant Check List, year 1 phonics screening, and completion of the appropriate Lambeth SEND assessment profile/s.
- When a teacher or you have raised concerns about your child's progress, and high quality

personalised teaching has not met your child's needs, the teacher will raise this with the SENCO. If a concern has been raised the school will invite you in to discuss it and plan a way forward.

- When necessary, in discussion with parents, the school can access a range of diagnostic tests, observational checklists, dynamic forms of assessment involving observation and recording responses in different environments, identifying strengths and weaknesses, identifying learning rates and preferred learning styles.
- If your child is still not making expected progress after Wave 3 interventions, the school will discuss with you
  - Any concerns you may have
  - Any further interventions or referrals to outside professionals/agencies to support your child's learning
  - How we could work together, to support your child at home/school, through an educational support plan

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

A. Directly funded by the school	<ul style="list-style-type: none"> <li>• SEN teachers</li> <li>• Teaching assistants, early years educators</li> <li>• Additional Speech and Language Therapy input to provide a higher level of service to the school</li> <li>• Additional Educational Psychology input to provide a higher level of service to the school</li> <li>• 1:1 or small group teachers or tutors (including Springboard)</li> <li>• Pastoral Support Worker</li> </ul>
B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> <li>• Autism Outreach Service</li> <li>• Educational Psychology Service</li> <li>• Sensory Service for children with visual or hearing needs</li> </ul>
C. Provided and paid for by the Health Service	<ul style="list-style-type: none"> <li>• Paediatric Developmental Assessments</li> <li>• Lambeth Autistic Neurological Development Service</li> <li>• CAMHS</li> <li>• SALT (provided by Health but paid for by the Local Authority).</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Professional training for school staff to deliver medical interventions</li> <li>• Parent Partnership Service (to support families through the SEN processes and procedures).</li> <li>• School Nurse</li> </ul>
D. Voluntary agencies	<ul style="list-style-type: none"> <li>• National Autistic Society</li> <li>• MENCAP</li> </ul>

The contact details for support services can be found on the school website [http://www.heathbrook.org/our\\_school/](http://www.heathbrook.org/our_school/) or the Lambeth Local Offer website .

<http://www.lambeth.gov.uk/schools-and-education> The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the 'offer'.

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

- The SENCO's job is to support the class teacher in planning for children with SEN.
- The school has a school improvement plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a 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 ASD Outreach Service, Speech and Language Service or medical /health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.

Training takes place on a regular basis and is recorded in the staff CPD log. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO/ Inclusion Manager.

### **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 learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, and in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included in your child's learning plan.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

### **How will the school measure the progress of my child? And how will I know about this?**

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed regularly. A termly report provides curriculum attainment measures in reading, writing and maths. It also indicates progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.
- The Early Years Foundation Stage is the statutory framework for assessing children aged 0-5 years.
- If your child is in Year 1 and above, but is not yet working beyond the Early Years

Framework, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.

- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed.
- Children in receipt of SEND Support may have an IEP (or PLP) which will be reviewed with your involvement, every term and the plan for the next term made.
- Children with SEN support plans will have termly reviews of outcomes outlined in their plan.
- The progress of children with an EHC Plan/statement is formally reviewed at an Annual Review with all adults, including parents involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
  - Home/school contact book
  - Letters sent home
  - Additional meetings as required
  - Annual Reviews
  - Termly Reports

### **What support do we have for you as a parent of child with an SEN/and or disabilities?**

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENCO (or Head teacher) 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 by the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- IEP's (or PLP's) will be reviewed with your involvement each term.
- Home Learning will be adjusted as required according to your child's individual needs
- 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.

#### **In addition:**

- We regularly hold workshops/learning surgeries for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy to discuss any necessary adaptations for your child.
- The IEP will include ideas for how you can support your child at home, following the discussion with you.
- The external professionals involved with your child will be happy to meet with you on request.
- Our website and newsletter include ideas of ways in which you can support your child with learning; these are often practical ideas and can be easily adapted to suit the

needs of children with special educational needs and/or disabilities.

- We will be happy to consider any ideas in order to support your child.

*If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team to ensure that you fully understand the process.*

### **How have we made this school more accessible to children with SEND?**

- Care plans for children with medical needs
- The school has a sensory room.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to suit children with a range of needs.
- The specialised provisions provide space for the identified needs for children with specific difficulties e.g. workstations for children with ASD.
- The staff who are working in the specialised provisions are highly trained in these areas.
- If you have a specific concern please make contact with The SENCO/Inclusion Manager.

### **How will we support your child when they are leaving this school? OR when moving on to another class?**

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- When your child enters our school:
  - If your child is starting in the Nursery, you will be invited to attend up to 5 transition sessions with your child in the summer term to enable parents to become familiar with the staff, including admin and outreach, the setting and approaches to learning as well as share information about your child. It will allow the children to become familiar with the space and staff. Home visits/school conferences will also take place in the summer term.
  - In Reception there are transition evenings in the summer term, again meeting all the team who will work with the children and Home visits/school conferences in the first week of term. We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible. There are 1:1 transition sessions for children with Sen support plans or EHCPs.
  - Information will be passed on to the new class teacher and a planning meeting will take place with the new teacher soon after the start of term.
- If your child is moving to another school:
  - We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
  - We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.
  - Where possible we will support a visit to the new school in advance of the move.
  - We will make sure that all records about your child are passed on as soon as



possible.

- When moving classes in school:
  - You may be invited to meet with the new teacher before the move takes place.
  - Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All IEP (PLP's) 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 including creating a 'Personal Passport'.
- In Year 6
  - Our SENCO will discuss the specific needs of your child with the SENCO of their secondary school.
  - Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
  - Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.
  - The Autistic Outreach Service provides additional support with the school where needed.

## GLOSSARY OF TERMS

IEP	Individual Education Plan
PLP	Personal Learning Plan
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or Disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Co-ordinator
ASD	Autistic Spectrum Disorder