

Snape Primary School.

SEN Information Report Sept 2020

SENCO: Ms Tracy Clinton

SEN Governor: Mrs T Abbott

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Local Offer Contribution: See website
<http://www.snapeprimaryschool.com/>

We hope this information report is useful and that the following questions will help to address any queries you may have about admission arrangements and equality of opportunity.

How does the school know if my child needs extra help?

We have a number of methods to help us identify if a child needs extra help. These include:

- Information from your child's pre-school or previous school.
- Information from other services who have worked with your child, for example a speech and language therapist.

This information will be used to ensure that we meet any additional needs your child may have. Once your child is in school we will monitor their progress and development. If we have concerns, in consultation with parents, we may ask other professionals to give advice and support.

What should I do if I think my child may have special educational needs?

- Talk to your child's class teacher and/or our Special Educational Needs Co-ordinator. Your concerns will always be taken seriously, your views are very important to us.

- Children are supported most effectively in their learning when, the school, parents and child, work in a partnership.

How will school staff support my child?

- Your child's needs will be met within the class, supported by high quality teaching, including lesson planning that takes account of the needs of each child.
- The progress of all children is reviewed on a regular basis.
- The class teacher will develop a plan for your child with the SENCO, setting appropriate targets. This will be reviewed regularly to ensure that support remains appropriate and information shared with you.
- Where necessary an individual programme of support will be used and progress monitored.
- Where necessary the school may seek support from outside services. This will be discussed with you and a referral made with your permission.
- The governing body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility. There is a designated SEN Governor who works with the SENCO.

How will the curriculum be matched to my child's needs?

- Lessons are pitched appropriately so that all children can learn and progress.
- Teachers take account of the needs of the individual child and plan different tasks and materials appropriately.
- Tracking and assessment enables each class teacher to analyse the progress of the child.
- Pupil progress meetings are held with the Head Teacher, SENCO and class teacher to discuss suitable teaching programmes for each child.
- Reviews of learning targets for your child are regularly reviewed by the class teacher and new programmes or support is organised as required, leading to personalised learning.
- Targets are set to support children's individual needs and are regularly updated.

- Children work in a variety of groupings, such as small supported groups, one to one, mixed ability and similar ability groups.

How will I know how my child is doing and how will you help me to support my child's learning?

- You will be invited to attend a parents evening twice a year to discuss your child's progress with their class teacher. You are also welcome to arrange a meeting with the class teacher to discuss your child's progress at any time throughout the year.
- Targets are set to support children's individual needs and for children with special educational needs, these are recorded on a Personal Provision Plan. These targets will be discussed with parents and the child and you will be asked to sign this document. The Personal Provision Plans are regularly monitored and updated and your contributions will be welcomed.
- Class teachers and/or the SENCO will be able to share with you, ideas, resources, recommendations and information sources for supporting your child's learning.
- Children are supported most effectively in their learning when the school, parents and child work in a partnership.

What support will there be for my child's overall well-being?

- We are an inclusive school and understand the need to monitor the well-being of all children in our school, irrespective of whether a child has a Special Educational Need or not.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- Our Emotional Literacy Support Assistant is able to offer group and individuals help with social skills, emotions, bereavement, anger management, self-esteem, and friendship.
- The school has a policy regarding the administration and managing of medicines.

What training have staff had, or are undertaking to support children with special needs?

- The Head Teacher is the Continuing Professional Development (CPD) Co-ordinator for class teachers and teaching assistants. This role ensures that all staff, have the skills they require to support the pupils in our school.
- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- Medical training to support pupils with medical care plans such as Cystic Fibrosis and epi-pen and all staff hold first aid qualifications which are updated regularly.

What specialist services and expertise are available at or accessed by the school?

- Our SENCo has gained the National Award in Special Educational Needs Coordination.
- We have in house expertise in Emotional Literacy Support (ELSA), Speech and Language therapy, Drawing and Talking, and Dyslexia Awareness.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Primary Behaviour Service, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

How will my child be able to contribute their views?

- Children who have a provision plan, discuss their progress and targets when these are reviewed.
- Children are routinely asked to reflect on their learning.
- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.

How will my child be included in activities outside the classroom, including school trips?

- We make sure that activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with one to one support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this ensures access.
- After school clubs are available to all pupils and adjustments will be made to support participation if necessary.
- Health and safety audits are conducted as and when appropriate.

How accessible is the school environment?

- The school site is largely wheelchair accessible.
- We have disabled toilets that are large enough to accommodate changing and suitable for wheelchair users.
- We have accessibility plan, which is available to view.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- Induction events take place during the summer term for all children who are the joining the Foundation Stage in September.
- Close liaison between SENCO, teachers in the Early Years, Key Stage 3 and dual placement settings. This may involve multi-agency meetings to support the transition.
- Good transfer of SEN information to ensure smooth admissions and transitions.
- Previous schools are contacted for information sharing.
- Transition to new class is facilitated by sessions during the summer term with class teachers and environment.
- New school are invited to attend any reviews prior to transition.

- Pupil voice (children are asked their views on an issue either individually or in small groups).

How are the school's resources allocated and matched to children's special educational needs?

- The special educational needs (SEN) budget is managed by the Head Teacher, SEN Governor and School Secretary.
- Resources are requested and ordered as necessary to support each pupil's learning.
- Regular meetings are held to monitor impact of extra support.
- The governing body is kept informed of funding decisions.

How are parents involved in the school?

- All parents are actively encouraged to take part in the school community. This may include assemblies, workshop, sharing skills and school visits.

Who can I contact for further information?

- Class teacher
- SENCO
- Head Teacher
- School Website

How can I make a complaint?

- First point of contact should be your child's Class Teacher.
- If you are not satisfied you can talk to the SENCo or Headteacher.
- If the problem is still not resolved then contact the Chair of Governors.
- SENDIASS

Review Date June 2021