

# CLIVE C.E.PRIMARY SCHOOL



## SEND INFORMATION REPORT and POLICY

March 2017

Review September 2018

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### Further Information

Clive C.E. Primary School & Nursery is a small rural school with pupils ranging from 3 to 11. There are currently four classes within our school and we seek to ensure that all children, including those with special educational needs or disabilities (SEND), make expected or better progress in their learning, and are fully integrated into the life of the school. This Report sets out the ways in which the school can support children with SEND.'

## **Introduction**

This document sets out the policy and information about our practice and provision for pupils with **special educational needs and/or disabilities**. It adheres to the requirements of the SEN Code of Practice: 0-25 Years (2014) which became effective from September 1<sup>st</sup> 2014.

## **SEN Code of Practice 2014**

The SEN Code of Practice: 0-25 Years 2014 says that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

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## **AIMS**

At Clive C.E. Primary we strive to ensure that:

- We create an inclusive environment where all children including those with SEN, have high aspirations, learn, achieve and make excellent progress together
- We provide quality teaching and learning opportunities so that all children including those with SEN, are motivated to become independent and confident learners
- We provide all children including those with SEN, a wide range of opportunities and appropriate support to achieve challenging but realistic goals

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## **OBJECTIVES**

We will achieve our aims by ensuring that we:

- recognise that every teacher is a teacher of every child including those with SEN
- continuously develop our ways of working to provide the highest quality teaching and learning opportunities for our children within the resources available
- organise all our activities to ensure that all children in school are included
- regularly assess and monitor pupil progress so that we are able identify individual needs and make provision to meet those needs
- listen to the views and work cooperatively with parent/carers to form and maintain a partnership that supports their children
- listen to the views and wishes of the children about their learning and needs, their provision and their progress
- provide support and advice for all staff so that they continually develop understanding, knowledge and skills in how best to meet needs
- work cooperatively and effectively with health and social care services where required.

**In fulfilling our policy we will also take into account the following:**

- National Curriculum Inclusion Statement
- Equality Act 2010 (advice for Schools)
- Working Together to Safeguard Children (2013)
- Reasonable Adjustments for Disabled Pupils (2012)
- Supporting Pupils at School with Medical Conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)

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## Who are the best people in school to talk to about my child's difficulties/special educational needs or disability?

We have an 'open door' policy at the school and would wish you to come and talk to us at any time with any concerns that you may have. The main people you may wish to speak to could be:

### The Class teacher who is responsible for:

- checking on the progress of your child and identifying, planning and delivering any additional help your child may need which could be things like targeted work, additional support.
- writing individual education plans (IEP), and sharing and reviewing these with parent/carers once each term.
- 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.

### The SENCo who 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 you 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.
- maintaining the school's list of pupils who receive additional help for SEND and making sure that there are excellent records of your child's progress and needs
- providing some 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.

The Headteacher who 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 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.

The SEN Governor who is responsible for:

- making sure that the school has an up to date SEND Policy
- making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities
- 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
- reporting to the Governing Body on the success of SEND provision within the school.

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**What should I do if I am concerned about my child's progress and think my child may have special educational needs?**

- If you have concerns about your child's progress you should speak to your child's class teacher initially. Together you should be able to agree some activities to support your child both at home and at school.
- After a period of time, together you should review the progress your child has made and determine what should happen next. If your child has made good progress it may be that you simply agree some further activities.
- If progress remains a concern then you and the class teacher may decide to discuss the ongoing concerns with the SENCo, and agree what action should happen next.
- If, after a period of action and review, you continue to have concerns you may wish to discuss this with the Headteacher and/or SEND Governor.

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### **What will the school do if they have concerns about my child's progress?**

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:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

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### **How is additional support allocated to children?**

The school budget 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, SENCo and class teachers 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 then decide what resources/training and support is needed
- resources/training and support are reviewed regularly and changes made as needed.

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### **How are the emotional needs of children with SEND met?**

The school recognises the importance of developing children's resilience in terms of emotional health and well-being. Please refer to the *Emotional Health and Wellbeing* document on the school's website. The school recognises that children with SEND may have additional difficulties in coping with emotional needs and therefore will adapt approaches to supporting such children accordingly.

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## What support is available for children with SEND?

### **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 gap 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 within a smaller group of children.**

This group, often called Intervention groups by schools, may be:

- run in the classroom or outside.
- run by a teaching assistant who has received guidance from the class teacher, or specific training, to run these groups.

### **If your child has been identified by the class teacher as needing some extra support in school.**

For your child this could mean:

- He/ She will receive intervention/support sessions with specific targets to help him/her to make more progress.
- A teaching assistant 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. This intervention will be reviewed termly or earlier should accelerated progress be evident.

### **SEN Support**

Which means they have been identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Bought in services from Woodlands Outreach such as the Behaviour Team, Learning Support Advisory Team or the Autistic Spectrum Team.



- Sensory Inclusion Service ( for students with a hearing or visual need)
- Outside agencies such as the Speech and Language Therapy (SALT) Service.
- Physiotherapy Services
- Occupational Therapy Services
- Educational Psychology Service.

For your child this would mean:

- 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 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 e.g. a social skills group
  - group or individual work with outside professional
  - the school may suggest that your child needs some agreed individual support in school. They will discuss with 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**

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/SENCo as needing a particularly high level of individual or small group teaching, 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:

- bought in services from Woodlands Outreach such as the Behaviour Team or Learning Support Advisory Team.

- Sensory Inclusion Service (for students with a hearing or visual need)
- outside agencies such as the Speech and Language Therapy (SALT) Service.
- Physiotherapy Services
- Occupational Therapy Services
- Educational Psychology

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 at SEN Support.
- 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 hours of 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 support at SEN Support.
- The EHC Plan 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.
- Any additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

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

- Severe, complex and lifelong.

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## Our Provision for pupils with SEND

### Communication and Interaction:

#### 1. Speech, Language and Communication Needs

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>• Identification is by the class teacher via whole school assessment pupil tracking information from transferred schools, parental information, standardised tests, in class assessments and observation.</li> <li>• Assessment by, and intervention from, a speech and language therapist, on referral.</li> <li>• If, after assessment, a program is set in place this is reviewed regularly by class teacher and other staff supporting the children</li> <li>• The progress is shared every term with parents and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated curriculum, planning tasks, delivery and outcome</li> <li>• Simplified timetables</li> <li>• Visual timetables</li> <li>• Consistent routines and expectations</li> <li>• Use of ICT</li> <li>• Use of talk partners during whole class and group learning sessions</li> <li>• Circle time</li> <li>• Regular show and tell sections where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Through good/outstanding teaching</li> <li>• Ensuring that the curriculum is adapted to meet all pupils needs</li> <li>• In class support with TA</li> <li>• Small group work</li> <li>• Personalised programmes</li> <li>• Speech and Language support from therapist/ TA in school</li> <li>• Mid-day and playtime supervisors support during unstructured times during the day.</li> <li>• Support children to develop confidence in speaking in class</li> </ul>

#### 2. Autistic Spectrum Disorder/Condition

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>• Identification is by the class teacher and other staff leading to referral for formal diagnosis</li> <li>• Assessment by, and intervention from, specialist outside agencies.</li> <li>• If, after assessment, a program is set in place this is reviewed regularly by class teacher and other staff supporting the children</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent rules, routines and reasons</li> <li>• Visual timetables/aids</li> <li>• Consistent expectations</li> <li>• Clear and simple instructions</li> <li>• Be aware of sensory distractions: noise, texture, colours, smells in the environment and adapt classroom as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Small group mentoring sessions with teaching assistant working on where social skills are developed.</li> <li>• TA supporting children identified on the ASD spectrum.</li> <li>• At unstructured times support staff and supervisors are made aware of the</li> </ul>

<ul style="list-style-type: none"> <li>The progress is shared every term with parents and pupils.</li> </ul>		needs of specific children
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## **Cognition and Learning**

### **1. General/Moderate Learning Difficulties**

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>Identification is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised tests, in class assessments</li> <li>Assessment by and intervention by class teacher with guidance from SENCO</li> <li>After assessment an IEP/PCP with personal targets is put in place which is reviewed regularly / every term by class teacher and other staff supporting the children.</li> <li>The progress is shared every term with parents and pupils</li> </ul>	<ul style="list-style-type: none"> <li>Multisensory equipment/activities given where appropriate to demonstrate concepts.</li> <li>Given non verbal / verbal reasoning tasks</li> <li>Sequencing activities</li> <li>Memory training games</li> <li>Teaching the meaning of subject specific vocabulary and having word banks.</li> <li>Use of ICT and computer programs and games.</li> <li>Visual time tables / resources around the class.</li> <li>Differentiated homework given in form of phonics games, maths games.</li> <li>Differentiated focus groups for spelling and phonological understanding using Letters and Sounds.</li> <li>Checklists/ writing frames/ dictionaries/ modelling</li> <li>Relevant targets from IEPs are written in work books to remind children/support staff the focus for literacy / numeracy</li> <li>Rigorous assessment for learning/ positive feedback, marking related to individual class, IEP/PCP targets</li> </ul>	<ul style="list-style-type: none"> <li>Small group / 1:1 support for children for phonics.</li> <li>Small group / 1:1 support for children for maths.</li> <li>1:1 support for reading</li> <li>Small group support in class through individual and guided reading.</li> <li>Differentiated and small group support in writing and guided writing sessions.</li> <li>Differentiated and small group support for maths.</li> </ul>

## 2. Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Identification, but not diagnosis, is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised tests, in class assessments leading to referral for formal diagnosis</li> <li>• Assessment by and intervention by class teacher with guidance from SENCO/specialist Dyslexia teacher</li> <li>• After assessment an IEP/PCP with personal targets is put in place which is reviewed regularly / every term by class teacher and other staff supporting the children.</li> <li>• The progress is shared every term with parents and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Calm, structured orderly environment.</li> <li>• SEAL curriculum</li> <li>• Multisensory activities.</li> <li>• ICT programs and games</li> <li>• Simple verbal/ written instructions</li> <li>• Given time to process understanding and respond</li> <li>• Given extra time to complete tasks and tests.</li> <li>• Given tasks in small steps/ small amount of work at a time.</li> <li>• Have graphic / visual organiser</li> <li>• Maintain positive and helpful attitude and avoid criticisms.</li> <li>• Individual incentives to encourage positive reinforcement e.g. certificates, sticker charts.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group or 1:1 multisensory intervention e.g. Toe By Toe</li> <li>• Small group work in class with teacher or TA.</li> <li>• Small group / 1:1 on understanding language of maths and concepts.</li> </ul>

### Social, Mental and Emotional Health

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Identification is by the class teacher followed by referral to specialist agencies</li> <li>• Assessment by and intervention by class teacher with guidance from SENCO/specialist agencies</li> <li>• If, after assessment, an IEP/PCP with personal targets is put in place, this is reviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Exciting and stimulating classroom and curriculum.</li> <li>• SEAL curriculum.</li> <li>• Whole school behaviour policy</li> <li>• Rewards/certificates/stickers/ celebrating work</li> <li>• Circle time</li> <li>• Consistent routines /boundaries and</li> </ul>	<ul style="list-style-type: none"> <li>• Small group / 1:1 work in class with Teacher/ TA.</li> <li>• Intervention and/or support with the Learning Mentor</li> <li>• We are currently developing a 'nurture type' area in school for pupils and are looking to develop our links with, and support for,</li> </ul>

<p>regularly / every term by class teacher and other staff supporting the children.</p> <ul style="list-style-type: none"> <li>• The progress is shared every term with parents and pupils</li> </ul>	<p>expectations of behaviour</p>	<p>parents through this.</p> <ul style="list-style-type: none"> <li>• Home school links.</li> <li>• Access to specialist support/ agencies if needed such as Woodlands Outreach.</li> <li>• Unstructured times support staff and supervisors are made aware of the needs of specific children.</li> <li>• Personalised programme/targets that pupil and parents are aware of.</li> </ul>
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### Sensory and/or Physical

#### 1. Hearing Impaired

*We do not currently have any pupils with a hearing impairment in school, but if a pupil with this type of need joined us, we would endeavour to provide the following:*

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>• Identification is by the class teacher, information from transferred schools, parental information</li> <li>• Pupils will be monitored carefully and if there are concerns then parents are requested to take their child for a hearing test.</li> <li>• Assessment by and intervention by class teacher with guidance from SENCO/specialist agencies</li> <li>• If, after assessment, an IEP/PCP with personal targets is put in place, this is reviewed regularly / every term by class teacher and other staff supporting the children.</li> <li>• The progress is shared every term with parents and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum distance between teacher and child to facilitate lip reading</li> <li>• Create optimal hearing environment by using noise dampening materials.</li> <li>• Have clear visual aids.</li> <li>• Word banks and precise teaching of subject specific vocabulary.</li> <li>• Face child in every oral communication.</li> <li>• Have specialised equipment for hearing impaired</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 specialist teacher in class.</li> <li>• Good home school links.</li> <li>• 1:1 specialist teacher support on vocabulary and speech.</li> <li>• All staff made aware of difficulty in school during high noise level activities such as playtime, dinner times, PE to ensure safety of the child.</li> <li>• Classrooms given curtains/ thicker carpets instead of blinds and tilefloors.</li> <li>• 1:1 support with specialist teacher when on school trips.</li> <li>• Awareness of health and safety issues such as not hearing the fire alarm.</li> </ul>

## 2. Visually Impaired

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>• Identification is by the class teacher, information from transferred schools, parental information</li> <li>• Pupils will be monitored carefully and if there are concerns then parents are requested to take their child for an appointment with the optician.</li> <li>• Assessment by and intervention by class teacher with guidance from SENCO/specialist agencies</li> <li>• The progress is shared every term with parents and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring the environment is well lit, avoiding glare</li> <li>• Pupils will be encouraged to sit near the front of the class so they can clearly see any visual information that is displayed.</li> <li>• Any information that is displayed on the white board will be presented as clearly using large fonts. If this is not possible then pupils will be given a copy of the work on display.</li> <li>• If pupils have a significant visual impairment, then the teacher will ensure the furniture and resources stay in expected locations so they will be easy to find.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing documents which use a larger font, contrast, etc.</li> <li>• Using different coloured paper to print worksheets and tasks.</li> <li>• Using coloured overlays / reading rulers.</li> <li>• Using patterns instead of colour.</li> </ul>

## 3. Physical Difficulties

<b>How we identify needs, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>• Parents are best placed to advise us about the specific physical needs of the child. We would therefore rely on good communication between home and school to ensure that concerns about the child are addressed promptly.</li> <li>• The class teacher and TA will keep careful track of the child and record any observations.</li> <li>• If the child continues to be a concern the</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be provided with resources such as pencil grips, laptops, so they are able to write about their own ideas.</li> <li>• When the pupils are completing physical activities such as P.E. they will be encouraged to participate in the same way as their peers. If this is not possible they will be given different resources such as larger balls and support from an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-writing skills such as tweezers, using mazes.</li> <li>• Pencil grips / tri-grip pencils</li> <li>• Lap tops</li> <li>• Interventions as suggested by the Occupational Therapy Team.</li> </ul>

<p>SENCo will observe and either suggest intervention strategies or refer to an external agency such as an occupational therapy team.</p> <ul style="list-style-type: none"> <li>• If appropriate, the Occupational Team will give an assessment and additional strategies will be implemented</li> <li>• Parents can also request an assessment with the Occupational therapist by visiting their GP</li> <li>• If appropriate, a request for statutory assessment will be made and additional interventions and strategies are put into place to support the children.</li> <li>• The progress is shared every term with parents and pupils</li> <li>• If pupils have a Statement of Special Educational Needs then they have yearly Annual Reviews to review their progress.</li> </ul>		
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**What other personnel provide services to children with SEND in the school?**

Directly funded by the school:

2 x Teaching Assistants, 1 x full time equivalent Learning Mentor

Services bought by the school:

Woodlands Outreach Service , Educational Psychology Service, Learning Support Advisory Service

Provided and paid for by the Health Service (Shropshire NHS Trust) but delivered in school:

Sensory Service for children with visual or hearing needs, School Nurse, Occupational Therapy, Physiotherapy, Speech and Language Therapy

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### How are the teachers and support staff helped to work with children with SEND and what training do they have?

- The SENCo's role is to support the class teacher in planning for children with SEND.
- The school has a Development Plan which identifies training for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues.
- Some professionals may provide some school based training for staff in relation to specific needs e.g. Speech and Language Therapist
- Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Staff training needs are regularly reviewed and where training is needed, the best and most cost effective provider is sought.
- A number of staff are very experienced in dealing with a range of issues (incl ASC, Dyslexia) and also in delivering a range of interventions (eg Circle of Friends, Spelling programmes).
- SENCo has completed the statutory National Award for SEN Coordination.
- SENCo and Learning Mentors are trained in identifying issues around Mental Health and Wellbeing. They are also trained facilitators for the *Understanding Your Child* (Solihull Approach) programme.

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### 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 your child's needs are met.
- Specially trained support staff can adapt the teachers 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.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

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### **How does the school measure the progress of my child?**

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing & maths.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, 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 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 at SEN Support will have an IEP/PCP which will be reviewed with your involvement, every term and the plan for the next term made.
- 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.
- 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.

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### **What support and guidance is there for me as a parent/carer of a child with SEND?**

In addition to our open door policy and termly parent's evenings:

- 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.
- If your child is at the SEN Support level of the SEN Code of Practice, three meetings per year will be available for you to meet with the class teacher to review IEP's/ PCPs and set new targets.
- 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.

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## How is Clive C.E. Primary school accessible for children with SEND?

- The school meets the requirements of the Disability Discrimination Act (2005). The school building is accessible to children with a physical disability, dependent upon the nature of their disability. Wherever possible, we will endeavour to ensure suitable adjustments are made.
- The school meets the requirements of the Equalities Act (2010) through the Single Equalities Scheme.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities and after school provision are both accessible for children with SEND. Where required we will make suitable adjustments to ensure accessibility.

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## What support will my child receive when they are moving to another class OR leaving this school?

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:
  - as a small school, all adults are aware of all pupils and their needs which assists transition between classes, groups and adult support
  - information will be passed on to the new class teacher in advance and, in some cases, a planning meeting will take place with the new teacher. All IEP/PCPs 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.
  - Moving up sessions for classes are organised so that your child & their classmates can meet their new teacher before the next academic year.
- In Year 6:
  - the SENCo will liaise with the SENCo of your chosen secondary school to discuss the specific needs of your child.
  - where appropriate, the SENCo will organise a meeting with the new SENCo and the parents / carers to discuss the child's needs and any concerns.
  - 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.

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### **How does the school evaluate how effective the provision for SEND is?**

We will review and evaluate the effectiveness of SEND provision in a number of ways including:

- the number of pupils with SEND attaining specified levels in National Curriculum tests
- the levels of progress made by pupils with SEND
- the progress of pupils through targeted support and intervention
- the implementation and impact of external agency advice for pupils with SEND
- the participation in all aspects of school life by pupils with SEND, including extra-curricular activities
- pupils with SEND have are confident, well-motivated and have a sense of self-worth
- feedback from parents and through the SEND Parent Consultation Group.

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### **How does the school handle complaints from parents?**

If a parent is concerned about the provision for their child with SEND, they should speak, in the first instance, to the school's SENCo. Should this not address concerns and they find it necessary to make a complaint about the provision for children with SEND, they should refer to the school's complaints policy. This outlines the procedures for making any formal complaint.

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## Further Information

SEN & Disability Code of Practice: 0-25 [www.gov.uk](http://www.gov.uk)

Shropshire Council [www.shropshire.gov.uk](http://www.shropshire.gov.uk)

Shropshire & Telford Parent Partnership [www.parentpartnership-shropshireandtelford.org.uk](http://www.parentpartnership-shropshireandtelford.org.uk)

Parent and Carer Council Shropshire [www.paccshropshire.org.uk](http://www.paccshropshire.org.uk)

Council for Disabled Children [www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)

If you would like any further information, please do not hesitate to contact the school.

Headteacher: Miss Mary Lucas

SENCo: Mr David Watts

SEN Link Governor: Mrs Jane Thompson

Telephone: 01939 220385

Website: [www.clivecofeprimaryschool.co.uk](http://www.clivecofeprimaryschool.co.uk)

Email: [admin@clive.shropshire.sch.uk](mailto:admin@clive.shropshire.sch.uk)

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