

Castletown Primary School SEN Information Report 2017



Parent Information

Special Education Needs and Disabilities (SEND) Information Report

Introduction

- All Sunderland Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA 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 Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

What is the SEND Information Report?

The LA SEN Information Report

- The Children and Families Bill became enacted in 2014. From this date, Local Authorities (LA) and schools have been required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25 years. This is the 'SEN Information Report'.
- The intention of the SEN Information Report is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

<https://www.sunderland servicedirectory.co.uk/kb5/sunderland/directory/localoffer.page?>

The School SEN Information Report

- This utilises the LA SEN Information Report to meet the needs of SEN pupils as determined by school policy and the provision that the school is able to provide.

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

The class Teacher is responsible for:

- 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) and letting the SEN co-ordinator (Miss L. Reynolds) know as necessary
- Writing Pupil Progress Targets/SEN Support Plans (SSPs), and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for your child as identified on the school's provision map
- Ensuring that the school's SEN policy is followed in their classroom and for all the pupils they teach with any SEN

Our SENCo is Miss L. Reynolds

She is responsible for:

- Developing and reviewing the school's SEN policy
- Co-ordinating all the support for children with SEN
- Ensuring that you are:
 - 1) involved in supporting your child's learning
 - 2) kept informed about the support your child is getting
 - 3) involved in reviewing how they are doing
 - 4) liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech & Language Therapy, Educational Psychology etc.
 - 5) updating the school's SEN register (a system for ensuring that all the SEN needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept
 - 6) providing specialist support for teachers and support staff in the school so that they can help children with SEN in the school to achieve the best progress possible



Our school contact telephone number is (0191) 5535210
Please do not hesitate to contact us if you have any questions or concerns

Our Head Teacher is Mrs J. Lumsdon

She is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN
- Mrs Lumsdon will give responsibility to the SENCo (Miss Reynolds) and class teachers, but is still responsible for ensuring that your child's needs are met
- Mrs Lumsdon must ensure that the Governing Body is kept up to date about issues relating to SEN



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concerns**

Our SEN Governor is Mrs C. Rodgerson

She is responsible for:

- Making sure that the necessary support is given for any child who attends the school, who has SEN

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What are the different types of support available for children with SEN Castletown?

a) Class teacher input via excellent targeted classroom teaching (**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 built 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) 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 a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress

Specific Group Work

Intervention which may be:

- Run in the classroom or practical area
- Run by a teacher or a teaching assistant (TA)

What are the different types of support available for children with SEN Castletown?

b) Specialist groups run by outside agencies i.e. Speech & Language Therapy

SEN Code of Practice 2014: School Support (SS)

- This means a child may have been identified by the SENCo/Class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:
- Local Authority central services such as the ASD Outreach Team or Sensory Service (for children with a hearing or visual need)
- Outside agencies such as the Education Psychology Service (EPS)

What Could Happen:

- 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 as to the ways your child is given support

What are the different types of support available for children with SEN Castletown?

c) Specified Individual Support

- This type of support is available for children whose learning needs are severe, complex and lifelong
- 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 professionals as needing a particularly high level of individual or small group teaching
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ('Including All Children' documentation from the LA)
- Your child will also need specialist support in school from a professional outside the school. This may be from LA Central Services such as ASD Outreach Team or Sensory Service or outside agencies such as Speech & Language Therapy

For your child this would mean:

- The school (or you) can request that Local Authority Services 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 request has been made to the 'Panel of Professionals' (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 current support
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible
- The Statement or 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
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child

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

- If you have concerns about your child's progress you should speak to your class teacher initially
- If you continue to be concerned that your child is not making progress, you may speak to Miss Reynolds (SENCo)
- Mrs Rogerson (our SEN Governor) can also be contacted for support

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

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 need
- Discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from Sunderland LA, includes money for supporting children with SEN
- Mrs Lumsdon decides on the deployment of resources for SEN in consultation with the school governors, on the basis of needs in the school
- Mrs Lumsdon and Miss Reynolds discuss all the information they have about SEN in the school, including:
 - a) The children getting extra support already
 - b) The children needing extra support
 - c) The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed
- Schools identify the needs of their pupils on a school provision map which for SEN pupils identifies all resources/training and support and are reviewed regularly and changes made as needed
- Highlighted children will then receive teaching via a differentiated curriculum
- Views of children are sought if they are appropriate

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

School Provision

- Teachers are responsible for teaching SEN groups/individuals
- Teaching Assistants work with groups/individuals
- ICT – Lexia which is an individualised literacy programme delivered by class teachers
- Parents to attend Parents' evening/home school liaison/review meetings when necessary

Local Authority Provision delivered in school

- Autism Outreach Service
- Education Psychology Service

- Sensory service for children with visual or hearing needs
- Parent Partnership Service

Health Provision delivered in school

- Speech and Language Therapy (SALT)
- Additional SALT input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS

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

- Miss Reynolds' job is to support the class teacher in planning for children with SEN
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues such as Autistic Spectrum Disorder (ASD) and speech and language difficulties
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class i.e. from the Autism Outreach Service

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
- Support staff, under the direction of the class teacher, can adapt 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

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term in reading, writing and numeracy
- If your child is in Y1 or above, a more sensitive assessment tool can be used, which shows their attainment in more detail – P.I.V.A.T.S (performance indicators for value added target setting) may be used to break down the learning into smaller steps
- At the end of each Key Stage (i.e. the end of Y2 & Y6) children are required to be formally assessed using Standard Assessment Tests (SATs) unless they are significantly below ARE. The decision to enter pupils with SEND for the tests is made in collaboration with parents.
- Children may have an SSP, where targets are set, which will be reviewed, and a future plan made
- The progress of children with a statement of SEN/EHC plan is formally reviewed at the Annual Review, with all adults involved with the child's education
- Miss Reynolds will also check that your child is making good progress within any individual work and in any group they take part in
- Regular book scrutinies and lesson observations will be carried out by Miss Reynolds and other members of the Senior Management Team to ensure that the needs of all children are met and the quality of teaching and learning is high

What support do we have for you as a parent of a child with SEN?

- 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
- Miss Reynolds 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
- Personal progress targets/SSPs are reviewed with your involvement
- Homework will be adjusted as needed 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
- Caroline Comer, Parent Liaison Officer is available for parents if necessary

How is Castletown Community Primary School accessible to children with SEN?

- The building is accessible.
- The school is fully compliant with DDA requirements
- The school is on one level with easy access and double doors and ramps. There is electronic entry at the main entrance
- There is a disabled parking space
- There are disabled toilets, a shower area and changing facilities
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs
- After school provision is accessible to all children including those with SEN
- Extra curricular activities are accessible for children with SEN

How will we support your child when they are leaving this school or moving to another class?

We recognise that transitions can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

When moving classes in school:

- There will be transition visits between year groups and key stages so children become familiar with new staff. Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher and SSPs will be shared with the new teacher
- If your child would be helped by a book to support their understanding of moving on, then it will be made for them
- It can be arranged for parents to visit new classes and meet new staff if it is felt necessary

How will we support your child when they are leaving this school or moving to another class?

If your child is moving to another school:

- We will contact the school SENCo and ensure they know 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
- Y6 children will be supported through transition to secondary school

In Year 6:

- Miss Reynolds and Year 6 staff will discuss the specific needs of your child with the SENCo of their secondary school
- Your child will do focussed 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