

FAQ

SEN D Information Report September 2018

Please look at the questions below for more information about the provision from Eastway Primary School and how we can support your child.

How will Eastway Primary School know if my son or daughter needs extra help?

We know when pupils need help if: •

Concerns are raised by parents/carers, teachers, teaching assistants or the child

Children in our foundation stage are screened using the WELL COM language assessment.

Pupil progress meetings/discussion are held regularly from which we track and identify children who are not making expected national progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress

There is a change in the child's behaviour or progress

What should I do if I think my son or daughter may have special educational needs?

If you have concerns about your child please contact their class teacher or Ms Brodie the SENCO via the School Office.

How will staff support my son or daughter?

The class teacher will plan each child's education programme. It is differentiated according to meet the individual needs of pupils.

There may also be additional support if a child has greater needs in a specific areas of learning such as, handwriting, spelling, reading or maths , the pupil will be included in a small focus intervention group which will be run by a teacher or teaching assistant. An intervention group will usually run for a term but may vary according to the needs of each child. The interventions will be reviewed regularly by all involved to assess the impact on the pupil and to inform future planning. All interventions are recorded on the provision map (a record of the interventions, cost, time and outcomes.)

We are a Thrive school, which is a systematic approach to the early identification of emotional development need in young people so that differentiated provision can be put in place quickly by the adults working most closely with the child.

We also support children emotionally through the Drawing and Talking Therapy and Next Step Cards (CAMHS)

Emotional support can be provided by our Learning and Behaviour Mentor, Mrs Crawford.

Regular Pupil progress meetings are held where the class teachers discuss the progress of pupils with the Senior Leadership Team.

Sometimes a child may need more specialised support from an outside agency such as a Speech and Language Therapist, etc. A referral will be made with the consent and help of parents/carers and forwarded to the appropriate agency. If after assessments a programme of support is provided the SENCO ensures that it is followed and will record it on the provision plan.

The Governors of Eastway Primary School are responsible for the overseeing of all procedures in school. Mrs Carolyn Duncan is the SEN Governor.

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

If a child has special education need their work will be differentiated by the class teacher to ensure they can access the curriculum.

Teaching Assistants (TAs) may be allocated to support children either 1:1 or in a small group

Teachers may teach some children in small target groups.

Specialist equipment such as: writing slopes, pencil grips, fidget toys may be provided for a pupil

How will I know how my child is doing?

Parents are actively encouraged to be partners in their child's education through; informal and formal discussions, telephone contact, home school diaries, and half yearly and end of year written reports.

Parent's meetings are held where you can discuss your child's progress

You can speak to your child's class teacher at the end of the day or make an appointment for a longer more private meeting

You can also make an appointment to see Ms Brodie the SENCO via the School Office.

How will you help me to support my child's learning?

The class teacher may recommend ways of how you can support your child

Ms Brodie, the SENCO may meet with you to discuss how you can support your child's needs

Mrs Dennett , the Home School Co-ordinator (HSC) or Mrs Crawford the Learning and Behaviour Mentor may meet with you to discuss how you can support your child if there are emotional or mental health needs

Both Ms Brodie and Mrs Dennett can signpost you to external support groups

If outside agencies are involved they may provide programmes to be used at home

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

Class teachers and Teaching Assistants are available to pupils who wish to discuss issues or concerns

Mrs Dennett (HSC) and Mrs Crawford (Learning and Behaviour Mentor) also provides pastoral support and is available to children and parents who wish to discuss concerns.

Class teachers plan specific lessons and activities to help support children's Personal, Social and Health development

Mrs Dennett (HSC) runs Thrive, Seasons of Growth and Protective Behaviours for children who may need emotional support

Referrals can be made through the social care gateway for other support such as a Family Support Worker

Pupils with additional Health or Medical Needs

When a pupil has an identified medical need an Individual Healthcare Plan is written with parents/carers, SENCO or PSC, the School Nurse, Clare Acock and other medical professionals as appropriate. All staff who work with the child are made aware of this Healthcare plan.

Staff receive epipen training

Where necessary and in agreement with parents/carers medicines are administered in school following a meeting with the Head teacher and with a signed Medication consent form to ensure the safety of both child and staff

Medication is kept in the school office and any medication given is witnessed and recorded

Some teachers have had defibrillator training and 5 members of staff have a full Paediatric First aid Certificate

How accessible is the school environment

As a school we are happy to discuss individual access requirements. Eastway School is built on one level which enhances accessibility within the school the school environment. We also have:

2 toilets adapted for disabled users

4 changing facilities

Ramps into the main entrance and all fire exits make the building accessible to all

Ramps between our outside and indoor learning environments for Foundation Stage children

Wide doors in most areas of school

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

We are an inclusive school so activities and school trips are available to all;

Risk assessments are carried out and adaptations are put in place to ensure that all children can participate safely

Where a child may need a high level of supervision the parent/carer may be asked to accompany their child

What training have the staff supporting children with SEND had or are having.

All staff receive on-going training in relation to SEND and meeting pupils needs within school:

The SENCO has national accreditation in this role and provides advice and guidance to staff.

How to support pupils on the Autistic Spectrum

How to support pupils with Speech and Language needs

How to support children with social and emotional needs

How to support pupils with specific literacy and or numeracy needs

Mrs Dennet (HSC) is training to be a licenced Thrive practitioner.

What Expert and Specialist Support Services are Available to the School from outside Agencies?

In order to meet the individual needs of a child the school will work with and seek advice from a range of colleagues from outside agencies to support the child's academic and social progress:

School Nurse

Sensory Support Teams

Speech and Language Therapists

Autism and Social Communication Team (ASC Team)

Community Paediatricians

ADHD Foundation

Salvation Army

Gilbrook Social and Emotional Outreach Support

Educational Psychologist

An Educational Psychologist is allocated to each school by the Local Authority for a limited number of sessions each year. He or she would usually only work directly with pupils who have considerable needs and have not responded well to the interventions previously put in place. In addition to this the school buy 12 days of Educational Psychologist support and advice from Beth Sheldrake.

How will the school prepare and support children to join Eastway Primary School or Transfer to a new school?

Successful transitions are important in meeting a child's SEND needs so strategies are put in place to support a child these include:

Discussions between the previous or receiving schools before the child joins/leaves

Mrs Dennett (HSC) meets parents/carers prior to their child joining the school

Ms Brodie is happy to meet parents/carers before/as their child joins Eastway

All new pupils attend a transition visit where they see their new classroom and meet their new teacher

Within school all change mornings are held each year to enable children to meet their next teacher

Additional visits are also arranged for children who may need extra time in their new school

Social stories are used for pupils who may need them

Secondary school visit children prior to them joining their school

Ms Brodie will liaise with SENCOs and pastoral care teams from secondary schools to share relevant information with them

Where a child has more specialised need a separate meeting may be arranged with colleagues, parents/carers and child if appropriate

How are your resources allocated and matched to my son or daughter's needs?

Each financial year the SEN budget is allocated and the money is used to provide additional support or resources dependent upon the needs of individual children.

Additional support may be allocated after discussion with the class teacher, SENCO and Senior Leadership team at pupil progress meetings or if a concern has been identified at any time of year.

The SENCO will cost and evaluate the provision to ensure the effectiveness and value for money of the interventions and support.

Resources may include the deployment of staff depending on individual needs

How is the decision made about what type of and how much support my daughter or son will receive?

Pupil progress is tracked half termly and meetings/discussion are held from which we and identify children who are not making expected national progress.

Assessments such as the WRIT, WRAT, TOWRE reading test or Sandwell Maths are also used to inform decisions about the type and level of support required by individual children

Assessments and recommendations by outside agencies are also considered when allocating resources and support

Interventions are either small focus groups within class, targeted groups outside class, or 1:1 support as required.

Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.

If further concerns are identified due to a pupil's lack of progress or failure to thrive other interventions will be planned

Pupil's targets will be shared with parents/carers during parent teacher meetings and the end of year report.

Who can I contact for further information:

If you wish to discuss your child's individual needs please contact Ms Brodie via the School Office.

What are the arrangements for parents of children with SEN who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the SENCO, then if they are still not satisfied they should speak to the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure.

Where is the Local Authorities Local Offer published?

<http://localofferwirral.org/>

How do we support Families at Eastway?

At Eastway Primary School we take the care of our children very seriously. In order to care for them we also try to support family members. In order to do this we have a designated Home/School Co-ordinator, Mrs Dennett.

We offer Youth Connect Five training for parents to help them support the emotional well being of their child or children.

At times we offer parents support through Training Courses such as Family Works, How to Raise a Confident Child and Healthy Eating on a Budget.

We also offer Maths and English Level 2 Course are offered.

We run The Hub, Drop-in for parents every Wednesday morning.

There is Sparkles stay and play every Thursday morning.

The ADHD Foundation also work with parents in school to help them to support and manage challenging behaviour and neurological disorders.