

SEN Information Report 2018

<p>What types of SEN do we provide for?</p>	<p>We cater for all types of SEN including moderate learning difficulties; asperger's; autism; visual impairment; speech and language and any other types of SEN we are faced with. As a school, we ensure that we cater for any type of SEN to the best of our ability.</p>
<p>How do we identify and assess pupils with SEN?</p>	<p>Class teachers regularly communicate with the SENCO and will express any concerns they have regarding a child's learning. The SENCO will then advise the class teacher to ensure support and intervention is put in class to address any concerns regarding progress. The SENCO will also spend time in class with the child and record an observation of the child. If intervention has not supported the child, the SENCO will then decide whether this is a case of a special educational need. In addition, the SENCO tracks the progress of children across the school and identifies any children who are not making expected progress and works with the class teacher to identify if the child is finding learning difficult and what we can do to support the child. In cases where an external agency is required for specialist assessment or advice, in consultation with parents/carers, the SENCO will contact the necessary specialist and arrange this support.</p>
<p>Who is our special education needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Emily Horrocks 01604 890380</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>We have an inclusive approach to teaching children with special educational needs. We adapt our curriculum and differentiate learning objects to ensure that all children can access the learning. We also use additional learning resources to support our children in SEN including word cards, word banks, tangible objects and pictures. We also use the adults in our school to support the learning of children with special educational needs to ensure that all children reach their potential. We adapt our learning environment to make sure that children have visual</p>

	resources to support learning and if needed, we provide additional space within the classroom for children who may benefit from a quieter environment.
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	In our inclusive classrooms, children with or without a special educational need regularly work together in groups or to solve problems. We ensure that children with SEN are able to access the activities set for them and provide additional resources and support when necessary. Children with SEN engage in activities with other children in the class on a daily basis.
How do we consult parents of pupil with SEN and involve them in their child's education?	The SENCO offers SEN workshops throughout the year to all our parents. Parents are able to come to a workshop to discuss their child or arrange an appointment with the class teacher and SENCO at any point during the year. As well as parent evenings, parents are able to discuss their child's progress at any time during the school year. If a concern has been identified, the class teacher and SENCO will meet with parents to discuss this and the plan moving forward to support their child, including ways they can support at home. The SENCO often phone calls parents to discuss any documentation and to ensure we regularly hear parents' views.
How do we consult pupils with SEN and involve them in their education?	If the class teacher has identified that a child may have a special educational need the SENCO, as part of the identification process, will spend some time with the child completing some learning activities. The SENCO will speak to the child and ensure that their voice is heard, this is called the 'pupil voice.' The SENCO will listen to the child's opinions about school, learning and what they find difficult and how we can help.
How do we assess and review pupils' progress towards their outcomes?	All children on the SEN register are assessed using the Symphony assessment system and their progress against the suitable year group objectives is recorded and evidenced. The SENCO tracks the child's progress in reading, writing and Maths every term and holds pupil

	<p>progress meetings with class teachers to discuss the progress of SEN pupils regularly. The SENCO records additional interventions on the provision map and regularly assesses the pupils' achievements during these interventions. The school provides interim reports to inform parents about the progress of their child.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>If a child is moving between EYFS and KS1, KS1 and KS2 or KS2 and KS3, there will be a transition plan in place to support the child with this change. This will include visits to the new classroom or school, meeting with the new teacher, meeting with parents to discuss transition and carrying out special 'jobs' to help and get to know the new class teacher. The SENCO works with class teachers to ensure that transition between these phases are as smooth as possible and the parents and the child feel comfortable with the change. The class teacher will meet with the new class teacher for a 'hand-over' discussion to discuss the child's, provision in place for them and how to best support the child with the move to the next phase.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>As well as the national curriculum, we support children with special educational needs for adult life. We support them with managing relationships with their peers, teamwork skills and coach them to have the best attitude to tackle any challenges they may face in secondary school or later on in life. In addition, we teach life schools including; crossing the road, posting letters, answering telephone calls, taking messages, cooking and using money to purchase items from the local shop.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>We have a programme in place taught by a trained member of staff to support children to manage their emotions and feelings. We set up nurture groups to help children to manage lunchtimes if this is a difficult time of the school day and to teach them team work and social skills. Our school ethos ensures that children have a positive outlook and children know how to access support from staff. Members of staff</p>

	<p>build good relationships with children and the SENCO ensures that she gets to know and spends time with children with special educational needs.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>We ensure that staff are equipped with the knowledge and skills they need to support children with special educational needs. The SENCO will work with staff to identify training requirements and ensure staff receive the training they require to support children to the best of their ability. We have a member of staff who is trained on a KS2 reading and writing programme that supports some of our SEN children and another member of staff trained to support the social and emotional wellbeing of children. Other training can be specific to a child's need or diagnosis.</p>
<p>How will we secure specialist expertise?</p>	<p>When a specialist is required, the SENCO will seek consent from parents and then contact the appropriate specialist to ensure we are meeting the needs of the child to the best of our abilities.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>Part of the school budget is dedicated to supporting our children with special educational needs. Therefore, if equipment is required, class teachers will inform the SENCO and the SENCO will find the appropriate equipment and liaise with the Head teacher to purchase equipment that is needed.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and support their families?</p>	<p>Any organisation that has had involvement with a child will be invited to annual reviews as well as a member of the county council, however we are aware they may not always be able to attend. The SENCO regularly communicates with external specialists including speech and language therapist and the educational psychologist.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The provision map identifies any extra interventions which are in place for our children across the school. The provision map also evaluates the effectiveness of this intervention. This can be measured by point progress and the evaluation involves the class teacher, the SENCO and the person delivering the intervention. When provision cannot be</p>

	<p>measured numerically, the SENCO will analyse the effectiveness of provision through the 'pupil voice' and softer measures including confidence and self-esteem. The SENCO evaluates the provision in place for SEN children, identifies what we need to change and what could be more effective to support our learners. In addition, parents' views will be gathered to see if they feel there is any other provision they feel their child requires.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>If a complaint is made, the SENCO will inform the Head teacher and an investigation will take place. Parents will be kept informed at all times.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Parents can contact: SENCO, Miss Emily Horrocks Head Teacher, Mrs Charley Oldham SEN Governor, Mrs Alison Barrett</p>
<p>What support services are available to parents?</p>	<p>If parents require support beyond the school, parents can find information on the Northamptonshire County Council website. Alternatively, parents can contact the SENCO who will liaise with other services and ensure that parents have access to the support they require.</p>
<p>Where can the LA's local offer be found?</p>	<p>The LA's local offer can be found at: http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx&_ga=1.105424139.982464792.1460552664</p>