

Special Educational Needs and Disability Information Report

Trimley St Mary Primary School

This document outlines the ways in which our school ensures that we support all of our pupils, including those with SEND, in order that they make progress and achieve their potential. Resources and the teaching strategies employed are adapted to meet the individual needs of our children so not all is listed here.

We value and welcome all of our children and don't discriminate on the grounds of gender, ethnicity, culture, religion, medical need or ability. If a child has specific special educational needs, parents and school work together to create a pupil passport where appropriate support strategies are agreed and put into practice. Some pupils receive support from outside agencies alongside the support offered by the school. Those children who need additional support are identified on our provision map allowing us to allocate our own support staff to individuals and groups at specific times each day according to their need.

Identification and assessment of pupils with special educational needs.

A diverse range of pupil needs and abilities are met through precisely targeted classroom teaching also known as 'Quality First Teaching'. For your child this would mean:

- The teacher has high expectations for your child and all pupils in their class.
- Regular assessment supports target setting which informs teacher planning.
- Teachers and other adults are acutely aware of their pupil's capabilities and of their prior learning and understanding and plan effectively to build on these.
- Teacher planning and delivery is differentiated in a variety of ways to adapt to a variety of needs.
- Targets for reading, writing and maths are precisely differentiated for your child.

- Teaching is effective in inspiring pupils and ensuring that they all have the opportunity to learn successfully.
- Specific strategies are in place to support your child's learning.
- Teachers check pupil's understanding using the information to inform on the quality of learning and suggest next steps.
- Resources are available to support specific needs.
- All classrooms are dyslexia friendly
- Some children will have additional support to reach their age related expectations.

Information about policies for making provision for pupils with special educational needs.

Additional Support Requirement

1. Individual targeted support or Intervention groups. This may be delivered in the classroom or in a quiet space by a teacher or a trained teaching assistant.

These children will have been identified by the class teacher/SENDco (or following a concern raised by parents) as needing more specialist input or extra support in addition to quality first teaching. They receive planned interventions, which are precisely targeted to accelerate their progress and raise their attainment.

For your child this could mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Teaching Assistant/teacher or outside professional will run small group or individual sessions following a specific programme with clear aims.
- 1-1 support may be given e.g. additional daily reads
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- Assessments may be undertaken e.g. Initial Dyslexia or dyscalculia assessments, Youngs spelling, BPVS, Phonics tests, Standardised Tests for Literacy or Diagnostic Reading tests

This type of support is available for any child who has specific gaps in their learning in reading, writing or maths.

2. If progress is not seen after such interventions have been fully delivered and assessed, then further investigation, assessment or individual work needs to be put into place and your child is placed on the SEND register. 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 fully in school. An assessment may be undertaken and a diagnostic report produced. 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 the impact on their learning.

Support to set individual small step targets which will be informed by their specific expertise

Provision of a group run by school staff under the guidance of the outside professional

- Group or individual work with the outside professional for a set period.

This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups. You will

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be fully involved in this process and have opportunities to meet with professionals in school. Referrals can also be made to support you as a family.

The arrangements for assessing and reviewing the progress of pupils with special educational needs

How progress is measured

Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every half term in reading, writing, numeracy and assessed in line with their set/class aims.
- At the end of each key stage (i.e. at the end of EYFS, Year 2 and Year 6) all children are required to be formally assessed using the EYFS profile or Standard Assessment Tests (SATs). This is something the government requires all schools to do. The results are published nationally.
- Children on the SEND register will have a support plan in place. This will be fully discussed with home and takes the form of a pupil passport. This will be reviewed with your involvement, every term and the plan for the next term made.
- Where there are highly complex needs an Education Healthcare Plan may be in place. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education and welfare.

Support for parents

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- The class teacher is 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 SENDco 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, and a report will be provided.
- Homework will be adjusted to your child's individual needs.
- A home/school contact book is used to support communication with you. Review meetings will be offered at school (in addition to normal reporting methods) and any professionals working with your child may be invited. The SEN Support Plan /EHC Plans will be reviewed with your involvement each term.

Your child can be involved in their passport reviews and their views will be actively sought so that school does not rely solely on the views of parents.

Individual Education Healthcare Plans

If your child appears to have more severe, complex needs you or the school can apply to the LA for an EHC plan. This will outline your child's needs and a plan will be received from the LA, detailing the level of support, how it should be used and what strategies must be put in place. It will also have long and short term goals for your child. Additional funding may buy resources to support the EHC Plan, or employ an additional adult to support your child with whole class learning, run individual programmes or run small groups which include your child.

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Support for Emotional and Social Development of Pupils with Special Educational Needs

Therapeutic support takes place individually and in small groups for children who need to learn how to recognise their feelings and how to cope with them especially in challenging situations. There is a high focus on self-esteem building using a variety of positive and fun strategies, some by outside mentors and therapeutic services.

Social skill groups are run by staff and we provide a nurture group four lunchtimes a week allowing children to be supported in the development of friendship skills and to discuss any difficulties they may have.

We have a clear medical needs policy and accessibility plan available on our website ensuring that no child is discriminated against. Children with medical needs have Individual Health Care Plans in place.

The expertise and training of staff in relation to children and young people with special educational needs.

The school has training for all staff to improve the teaching and learning of children including those with SEND.

This includes:

- Whole school training on SEND issues. E.g. sensory needs.*
- Whole school training on medical needs such as asthma, allergies and supporting children with epilepsy.*
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children or groups.*
- Training for specific intervention packages are undertaken by teachers and Teaching Assistants e.g. emotional literacy.*
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Specific staff also access the training or expertise from outside professionals through observation and discussion e.g. School Nurse, Education Psychologist

Whole staff training on disability awareness and pupils with medical needs.

Up dated and reviewed September 2017

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How extra support is allocated

- *The school budget, received from central government, 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.*
- *All resources/training and support are reviewed regularly and changes made as needed.*

Accessibility

- *School will discuss all additional needs and make reasonable adjustments to fully include all pupils with SEN, disability or medical need in all aspects of school life.*
- *After school provision is accessible to all children.*
- *Extra-curricular activities, visits and trips are accessible for children with SEND. We have disabled shower, changing and toilet facilities.*
- *We have one designated disabled parking bay*
- *We have a range of sensory equipment and a sensory garden.*

Transitions

We recognise that a child with SEND may require additional support when transferring schools, key-stages. We value a high level of communication to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that has been made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

If your child transfers to our school:

we will follow the steps above with the transferring school

When moving classes in school:

- 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.
- All SEN passports will be shared with the new teacher.
- Transition class visits begin in the summer term so that your child is fully prepared for September In Year 6:
- The SENDCo and class teacher will discuss the specific needs of your child with the SENDCo of their secondary school, and arrange specific transition for children with an SEN passport or EHCP.
- Your child will be fully involved in their transition plan 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

Arrangements made by the governing body relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

- Please raise any concerns you have as soon as possible with your class teacher and we will do our best to reassure you.
- If you are still not satisfied please refer to our complaints policy

Head teacher:	Mrs. C. Ashford
SENDcos:	Mrs. Sally Smith
SEND Governor:	Mrs Kate Anderson
Website address:	www.trimley.net
School:	Primary Education