

SEND Information Report



Who are the best people to talk to in school about my child's educational needs and/or disabilities (SEND)?

The class teacher. She is responsible for ensuring your child is making progress and liaising with the SENDCO about the support they may need.

The SENDCo. The SENDCo at XX School is XX. She is responsible for coordinating the support for pupils with SEND, providing support for staff and communicating with parents.

The SEND Governor. The SEND Governor at XX School is XX. She is responsible for monitoring the school's SEND Provision through regular contact with school staff.

Contact details: Phone XX Email XX

How do teachers at XX School identify and assess pupils with SEND?

We gather information from parents/carers, from teachers, from pupils, and from other agencies.

We use various standardised assessments to monitor your child's progress in school.

We refer children to other agencies for further assessment where needed, in consultation with parents/carers.

What kinds of SEND are provided for at XX School?

There are 4 main broad areas of SEND:

Cognition and Learning.

Communication and Interaction.

Sensory and Physical.

Social, Emotional and Mental Health

Every child's needs are considered on an individual basis. We are experienced in working with a range of diagnosed conditions including ADHD, Autism, Dyslexia, Dyspraxia, Speech and Language Needs, Visual and Hearing Impairments.

How does the school communicate with the parents/carers of children with SEND?

- Autumn and Spring term parents' meetings
- Termly progress reports
- Website
- Review meetings
- Meetings with outside agencies
- School blog/Twitter
- E-mail
- Regular letters
- Appointments with staff
- Home school communication books

How do staff communicate with the children who have SEND?

- Children are involved in setting and reviewing their targets
- Visual resources in classrooms to support targets
- Staff give children time to speak and listen carefully to what children have to say
- House points and awards in school
- School council

How does the school provide children with SEND access to the whole curriculum and support their emotional well-being?

- SENDCo makes sure all staff are aware of pupils with SEND so that they are included in all teacher's planning
- Personalised Individual Education Plans with regular review (at least half-termly)
- Opportunities for very small group and individual support
- Lessons and learning spaces are adapted to take account of individual needs
- Celebration of children's' work and personal achievements
- Prompt referrals to outside agencies and acting upon recommendations received
- Provision is tailor made to ensure children can be included in educational visits, residential trips and clubs/activities

What are the different types of support available at XX School?

- All children receive quality first classroom teaching from experienced teachers
- Intervention and support groups run inside and outside the classroom
- Individual support inside and outside the classroom
- Specialist monitoring and assessment from outside agencies where necessary and agreed with parents/carers

These are some of the interventions that we currently use at XX School.

- Literacy interventions: Beat dyslexia/Clicker/Acceleread/Accelwrite/Toe by Toe/word Shark/Nessy/Catch up literacy
- Maths interventions: Plus 1/Power of 2/number shark/ Catch up numeracy
- Specific resources for comprehension and language work
- Social skills groups/lego therapy/nurture room

How is extra support allocated to pupils?

- In class support allocated in discussion with the headteacher, SENDCo and classteacher
- Intervention groups and individual support is arranged according to need or as specified in EHCP
- Support is funded from the school budget
- High Tariff Need Funding can be applied for where pupils with severe or complex needs require an exceptionally high level of support

How does the school evaluate the effectiveness of provision for pupils with SEND?

- Termly review of all pupils with SEND with headteacher, class teacher and SENDCo
- Pre and post intervention data
- Pupil progress meetings
- Book scrutiny
- Lesson observations
- Learning Walks
- Discussion with parents/carers

How accessible is the environment at XX School?

- The school has disabled access to all areas and designated disabled parking.
- The school has disabled toilet and changing facilities.
- Provision can be made for a range of physical and sensory needs.

What other agencies does the school work with to support SEND children?

Where necessary, and in consultation with parents/carers, the school liaises with the following outside agencies:

- Educational Psychology Service
- Speech and Language Therapist/Occupational Therapist
- County Inclusive Support Service
- Sensory Impairment team
- CAF (Common Assessment Framework)
- Community Paediatrician
- School Nurse
- Social Services
- Family Support Workers
- Education Welfare
- Dyslexia Outreach Support
- Special School Outreach (SENDAT)
- In Year Fair Access Panel (IYFAP)

What is the expertise of the staff and what training is provided at XX School?

- Qualified Teacher Status for all teachers
- SENDCO with National Award for SEN Coordination
- First Aiders
- Safeguarding training
- Food Hygiene
- Trained Teaching Assistants/ Higher Level Teaching Assistants
- School Safe Training
- On-going CPD for all staff

How is transition into and out of XX School arranged?

- Transition meetings are held with parents/carers, previous schools and settings to plan an individual transition for children
- Children moving on from XX School have a range of transition activities and taster days.
- Liaison with schools arranged on an individual basis for pupils with SEND to ensure consistency of provision and progress

Who, outside of school, can I turn to for advice and support if I am not happy?

- The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide impartial information for the parents/carers of all children and young people with SEND, up to the age of 25.
- SENDIASS in Suffolk can be contacted through their helpline 01473 265210
- SENDIASS email parent.partnership@suffolk.gov.uk
- Website <http://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/send-education/send-education-for-parents-and-carers/>
- In some circumstances you can appeal to the SEN and Disability Tribunal. <https://www.gov.uk/special-educational-needs-disability-tribunal>
- The school and Suffolk County Council have complaints procedures which are followed.

More information

- Please read the schools SEND policy which is available on our website
- You may also have heard about the 'local offer'. This is part of the Children and Families Act 2014. Local Authorities must publish a local offer setting out information about the provision in their area for children and young people with SEND. Schools contribute to the local offer by sending information to the local authority. For information about Suffolk's Local Offer visit <http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannel=0>
- This SEND Information Report was reviewed in May 2017 and will be updated annually.
- We value your feedback so please contact the headteacher if you have any comments on this SEND Information Report.

Glossary of commonly used terms

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
EHCP	Education and Health Care Plan (replaced statements in 2014)
IEP	Individual Education Plan
LAC	Looked After Child
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENDCo	Special Educational Needs & Disability Coordinator
SENDIASS	SEN & Disability Information Advice and Support Service
SpLD	SpLD Specific Learning Difficulty (dyslexia)