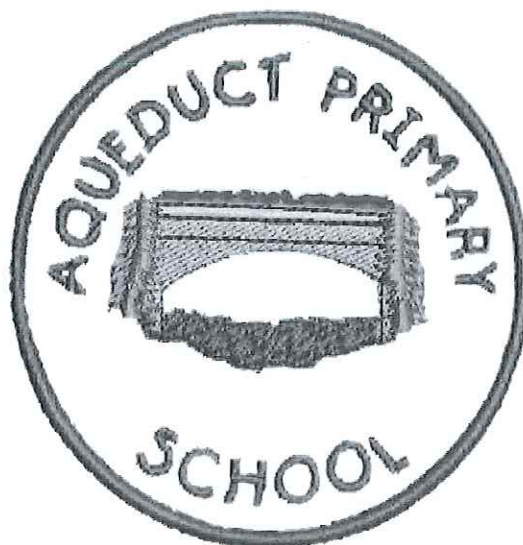


Aqueduct Primary School

SEND Report



2016-2017

Written/Reviewed	February 2017
Discussed and Agreed by Governing Body	February 2017
Discussed and Agreed by All Staff	February 2017
Next Review Date	February 2018

Signed C-L Marsh Date 7/2/17

Signed T. Loukley Date 7.2.17



Aqueduct Primary school



SEND report

Please click on the following link for the school's policy for Special Needs ??

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

The SENDCO (Special Educational Needs and disabilities Coordinator): Emma Plowman
Responsible for:

- Coordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality provision and support for their needs.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's education e.g. Speech and Language Therapy, Educational Psychology
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and ensuring records of your child's progress and needs are regularly updated.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND achieve their best.

Class teacher

Responsible for:

- Monitoring the progress of your child and identifying, planning and delivering any additional support your child may need (this could be things like targeted work, additional help) and letting the SENCO know as necessary.
- Work collaboratively (i.e. child, parent/carer, school staff, outside agencies), on identifying desirable outcomes and plan how these can be best achieved.
- Reviewing desirable outcomes with parents/carers regularly and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom for all the pupils they teach with any SEND.

Head Teacher: Tammy Lockley

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- They will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor: Louise Aubrey

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND
- Working alongside the SENCO on areas involving pupils with SEND throughout the school

What are the different types of support available for children with SEND at Aqueduct Primary?

Class teacher input through Quality First Teaching.

For your child this would mean:

- That the teacher has high expectations for your child and all pupils in their class.
- That all teaching is based on building 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 or outside agencies), 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 in their understanding/learning and needs some extra support to help them make the best possible progress.

TA input through the planning and direction of the class teacher.

For your child this would mean:

- That the TA has high expectations for all pupils they support.
- That all support is based on what your child's needs are.
- Different methods of support 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 or outside agencies) are in place to support your child to learn.
- That the TA gives continuous feedback in regard to your child's learning and progress in order to support the teacher's planning and assessment.

All children in school should access this type of curriculum.

Specific group work with in a smaller group of children.

This group, often called Intervention groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher and/or teaching assistant who has had training to run these groups.

How does school identify a child with Special Educational Needs or disability?

A child with SEND is a pupil in school identified as one or a mixture of the following needs;

- Children who are continuing to make less than expected progress following targeted quality first teaching, interventions etc.
- Children who have received different from and /or additional to work.
- Children where the school have sort support or advice from outside agencies e.g. Speech and language, Occupational Therapist.
- Children who have disabilities that prevent or hinder pupils from making use of educational facilities provided for others.

For your child this would mean:

- Your child will have been identified by the class teacher/ SENDCO (or you will have raised your concerns) as needing more specialists input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. an LSAT (learning support advisory teacher), 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 outside agency 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 them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - A group or individual work with outside professional
- The school may suggest that your child needs some agree individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support

This will be provided via an Education, Health and care plan (EHCP). This means your child will have been identified by the class teacher/ SENDCO/other agency as needing a particularly

high level of individual specific support which cannot be provided from the budget available to the school (first 15 hours TA support or equivalent of).

Usually your child will also need 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 students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school and/or you can request that the Local Authority carry out a statutory assessment of your child's needs (request for an EHCP). This is a legal process which sets out the level of support that will be provided for your child's needs.
- After the school and/or yourself have sent in the request to the Local Authority (with a lot of information about your child from yourself, your child, school and outside agencies), 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 school based support.
- After the reports have all been sent in the Local Authority will decide if your child's needs are sufficiently being met within the first 15 hours of provision in school and if sufficient progress would be possible in this time. If it is decided that additional provision over and above these first 15 hours is required, then this is when the Authority will decide to start the process of writing an EHCP. If this is not the case, they will ask the school to continue with their support.
- The EHCP will outline the additional level of support your child will receive from the LA and recommendations of how this should be used and what strategies could be put in place. It will also contain long and short term desirable outcomes for the individual child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is sometimes available for children whose learning needs are severe, complex and lifelong

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

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head Teacher
- If you are still not happy you can speak to the school SEND Governor.

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

If your child is then identified as not making progress the school may set up a meeting to discuss this with you in more detail (this may be during our termly parent consultations) and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- 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 move between the different levels?

- The school budget, received from Telford and Wrekin LA, 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.
- The Head Teacher, Inclusion Manager and other Senior managers in the school discuss all the information they have about SEND in the school, including:
 - the children in receipt of additional provision
 - the children identified as requiring additional support
 - the children identified as not making insufficient progress

All resources/training and support are reviewed regularly and changes made as needed.

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

Directly funded by the school:
LSAT- Learning support Advisory Teacher
Occupational therapist
Physiotherapist
Speech and language Therapist
Educational Psychology Service

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Early Intervention
- IASS

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

- Part of the Inclusion Manager/ SENCO's role is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Speech and Language Therapy. The school regularly conducts in-house CPD according to the changing needs of our pupils

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.
- Specially trained support staff can adapt the teachers 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?

- Our pupils' progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every half term against the age related standards for reading, writing and maths
- If your child is in Year 1 and above, but is not yet at National Curriculum standard, then the early Years curriculum and other programmes will be adopted to best suit their needs
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
- Children receiving support from an external agency (e.g. speech and language therapist) will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHCP is reviewed at an Annual Review with all adults involved with the child's education and where appropriate, the child might also be invited to attend
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

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

- 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. Always approach the class teacher in the first instance. They will make every effort to meet with you there and then or will arrange another time and date to better suit everybody.
- The SENDCO Emma Plowman is available to meet with you to discuss your child's progress or any concerns/worries you may have. Please arrange a meeting via the school office if you are unable to arrange that direct
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. Parents will be invited in

to meet with a professional on the day they work with the child and parental consent is always sought before any referrals are made

- IEPs will be reviewed with your involvement each term.
- Homework can 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.

How is Aqueduct accessible to children with SEND?

- The building is accessible to children with physical disability via ramps, widened doors/entrances and lifts.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND.

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

We recognise that transitions can be difficult for a child with SEND and take steps 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 need to be made for your child. Where necessary, a transition meeting will be held between the two schools
 - We will make sure that all records about your child are passed on as soon as possible.
- 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. IEPs are shared with the new teacher.
 - If your child would be helped by other equipment or intervention such as an information book or extra pre-visits to their new class, every effort will be made to facilitate these needs.
- In Year 6:
 - The Inclusion manager endeavours to communicate with the SENDCO of any secondary school receiving any of our SEND pupils to discuss the specific needs of your child. Families are always included in these meetings that usually involve the class teacher/s, SENCOs, families and sometimes the child.
 - 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.

We uphold a policy about bullying and take any sort of bullying very seriously. We are aware that children with SEND may be vulnerable to bullying during their time in school. Please click the following link for our Bullying Policy: [Click Here](#)

Review date: February 2017

