



SEND Information Report 2017-18

Who should I contact about my concerns regarding my child's difficulties with learning and/or Special Educational Needs or disability (SEND)?

Class teacher in the first instance

Responsible for:

- Planning lessons that include differentiated work (and varied teaching and learning styles), to meet the individual changing needs of the class
- Monitoring the progress of your child and identifying, planning and delivering any additional support your child may need (this might be targeted work, additional help) and informing the SENDCO 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, ensuring the family are involved in the Assess, Plan, Do, Review (APDR), phases throughout the year
- Ensuring that 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

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

Responsible for:

- Coordinating and overseeing provision for children with special educational needs or disabilities (SEND) in line with the school's SEND Policy. To track and monitor the impact of support and progress of pupils with SEND, ensuring all children get a consistent, high quality provision that meets individual needs
- Ensuring that a rigorous Assess, Plan Do, Review cycle is carried out for pupils with SEND on a termly basis
- Liaising with other professionals to help support your child's education where necessary e.g. Speech and Language Therapy, Educational Psychology service
- Updating the school's termly SEND register whilst assessing pupils who may need identification or transition from the register
- Providing specialist support for staff to help children with SEND achieve their best

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 give responsibility to the SENDCO and class teachers but is still responsible for and works closely with the SENDCo, ensuring that all children'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 provision is in place for any child who attends the school who has SEND
- Working alongside the SENDCo on areas involving pupils with SEND throughout the school. This includes overseeing monitoring and planning for pupils with SEND and analysing school data

What support is 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 all pupils in their class
- That all teaching builds on prior learning and what they already can do and understand
- A range of styles of teaching are in place so that your child is fully involved in and accessing the learning. This may involve various observing, listening and practical learning
- Specific strategies/programs (which may be suggested by the SENDCO or outside agencies), are in place to support your child to learn
- Your child's teacher will have tracked their progress and will share any concerns they have about your child regarding their learning that they feel may need more specialist support, intervention or advice

TA input via the 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 and various teaching and learning styles will be practiced depending on the child
- Specific strategies or equipment (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 about your child's learning and progress in order to support the teacher's planning and assessment

TA deployment is managed by the Head Teacher with the support of the Inclusion Manager (SENDCo) and other members of the Senior Leadership Team. This is regularly monitored and reviewed and changes as the needs of the pupils do.

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 and is additional to the normal curriculum offer. For example, additional writing support outside of the daily English lesson
- 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;

Early Identification is key. From when pupils start school at reception or whenever they join us, their progress and achievements are recorded and tracked. Reception teachers refer to the SENDCo any concerns they have about a pupil. They will meet with the class teacher, provide any initial support/advice, complete an observation of the child and agree some actions if necessary. This might include a referral to an outside agency or strategies that will be used as part of the schools Assess, Plan, Do, Review cycle to be reviewed the following term. This is always in collaboration with parents and consent will be obtained before making any referral

- 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 as requiring more specialists input instead of or in addition to quality first teaching and intervention groups
- You will be asked to become involved in the assess, plan, do review process for your child where outcomes will be agreed and provision for your child in school can be discussed
- 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 further
 - 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 support which cannot be provided from the budget available to the school (first £6000).

Usually your child will also need specialist support in school from a professional/s outside the school. This could be from an Occupational Therapist (OT) or Learning Support Advisory Teacher (LSAT)

For your child this would mean:

- The school and/or you can complete a request for an ECHNA (Education, Care and Health Needs Assessment)
- 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 provide information outlining your child's needs. This is a legal process and if the Authority conclude your child does not need 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 initially speak to your child's class teacher
- 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 SENDCO, Miss Plowman or Head Teacher, Mrs Lockley

If you are not satisfied then you can speak to the school SEND Governor, Louise Aubrey.

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

If your child is 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 support allocated to children at various levels of learning?

The school budget, received from Telford and Wrekin LA, includes a budget for supporting children with SEND.

- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, based on needs in the school.
- The Head Teacher, Inclusion Manager (SENDCo) 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.

What professional might provide further support 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
- Vision and hearing impairment service
- (IASS) CAN'T REMEMBER NEW NAME???

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/ SENDCO'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 daily 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 their class teacher.
- Progress is reviewed formally every 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 APDR (Assess, Plan Do, Review), which will be reviewed with your involvement, every term and outcomes for the next term made together
- The progress of children with an EHCP is also 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 sufficient 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](#)